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THE

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ILLINOIS

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NORMAL, ILLINOIS.

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VOLUME IV.

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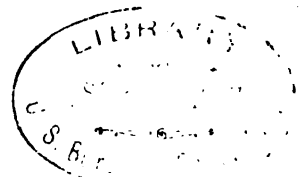
JOHN W. COOK and R. R. REEDER,

Editors and Proprietors.

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NORMAL, ILLINOIS.

1884-5.



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# ILLINOIS SCHOOL JOURNAL.

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WHOLE No. 37.

## THE SLEIGHRIDE:

OR, TWO WAYS OF TELLING A STORY.

I read the following story in one of our school-books, at the old district-school, in my boyhood. A few years since, in looking up some material for school readers, I recalled it, and wrote to the venerable author respecting it. Last December I received from him a copy of the story, with permission to have it printed; and hence, I offer it for the readers of the JOURNAL.

General Henry Kemble Oliver, the writer, was, at that time, 1833 or 1834, principal of an academy in Salem, Mass. He is now living, at the age of 82, in Andover, Mass. General Oliver assures me that the story is strictly true, as here given. His father was a descendant of an English Puritan, who came to Boston in 1632; at the time of the "sleighride" he was about eighty years old.

EDWIN C. HEWETT.

Young people commit more faults from thoughtlessness than from intent to do wrong; and want of reflection leads children astray much oftener than want of principle. Indifference to the feelings of the aged, a proneness to make light of peculiarities are, however, occasionally indulged in by the young, and in the excitement of the momentary gratification which such merriment may produce, all thought of the wrong and all sense of the right are equally forgotten. The proverb of the wisest man saith, "The glory of young men is in their strength; and the beauty of old men is the gray head." The strength of the young should protect and defend the beauty of the old. The hoary head should ever be respected, whatever may be the outward condition of its possessor; and neither sport nor ridicule should be thrown upon him whose enfeebled strength scarce suffices to bear the weight of the many years with which time has burdened him.

The following narrative, which is strictly true, illustrates what has been observed, and proves that the just recompense of a thought-

less fault may be much more speedily repaid to those who commit it than may be either expected or desired by them. The common saying of "waking up the wrong passenger" is peculiarly applicable to the case.

In one of the most populous cities of New England, a few years since, a party of lads, all members of the same school, got up a grand sleighride. There were about twenty-five or thirty boys engaged in the frolic. The sleigh was a very large and splendid *establishment*, drawn by six gray horses. The afternoon was as beautiful as anybody could desire, and the merry group enjoyed themselves in the highest degree. It was a common custom of the school to which they belonged, and on previous occasions their teacher had accompanied them. Some engagement upon important business, however, occupying him, he was not at this time with them. It is quite likely, had it been otherwise, that the restraining influence of his presence would have prevented the scene which is the main feature of the present story.

On the day following the ride, as he entered the schoolroom, he found his pupils grouped about the stove and in high merriment, as they chatted about the fun and frolic of their excursion. He stopped awhile and listened, and in answer to some inquiries which he made about the matter, one of the lads, a fine, frank and manly boy, whose heart was in the right place, though his love of sport sometimes led him astray, volunteered to give a narrative of their trip and its various incidents. As he drew near the end of his story, he exclaimed, "Oh, sir, there was one little circumstance which I had almost forgotten to tell you. Toward the latter part of the afternoon, as we were coming home, we saw, at some distance ahead of us, a queer-looking affair in the road. We could not exactly make out what it was. It seemed to be a sort of half-and-half monstrosity. As we approached it, it proved to be a rusty old sleigh, fastened behind a covered wagon, proceeding at a very slow rate, and taking up the whole road. Finding that the owner was not disposed to turn out, we determined upon a volley of snowballs and a good hurrah. These we gave with a relish, and they produced the right effect, and a little more, for the crazy machine turned out into the deep snow by the side of the road, and the skinny old pony started on a full trot. As we passed, some one who had the whip gave the old jilt of a horse a good crack, which made him run faster than he ever did before, I'll warrant. And so, with another volley of snowballs, pitched into the front of the wagon, and three times three cheers, we rushed by. With that, an *old fellow* in the wagon, who was buried up under an old hat, and beneath a rusty cloak, and who had dropped the reins, bawled out, 'Why do you frighten my horse?' 'Why don't you turn out, then?' says the driver. So we gave him three rousing cheers more; his horse was frightened again, and ran against a loaded team, and, I believe, almost capsized the old creature—and so we left him."

"Well, boys," replied the instructor, "that is quite an incident. But take your seats, and, after our morning service is ended, I will take my turn and tell you a story, and all about a sleighride, too."

Having finished the reading of a chapter in the Bible, and after all had joined in the Lord's Prayer, he commenced as follows:

"Yesterday afternoon a very venerable and respectable old man, and a clergyman by profession, was on his way from Boston to Salem, to pass the residue of the winter at the house of his son. That he might be prepared for journeying, as he proposed to do in the spring, he took with him his light wagon, and for the winter his sleigh, which he fastened behind the wagon. He was, just as I have told you, very old, and infirm; his temples were covered with thinned locks, which the frosts of eighty years had whitened; his sight and hearing, too, were somewhat blunted by age, as yours will be should you live to be as old. He was proceeding very slowly and quietly, for his horse was old and feeble, like his owner. His thoughts reverted to the scenes of his youth, when he had periled his life in fighting for the liberties of his country; to the scenes of his manhood, when he had preached the gospel of his divine Master to the heathen of the remote wilderness; and to the scenes of riper years, when the hard hand of penury had lain heavily upon him. While thus occupied, almost forgetting himself in the multitude of his thoughts, he was suddenly disturbed and even terrified by loud hurrahs from behind, and by a furious pelting and clattering of balls of snow and ice upon the top of his wagon. In his trepidation he dropped his reins, and as his aged and feeble hands were quite benumbed with cold, he found it impossible to gather them up, and his horse began to run away.

"In the midst of the old man's trouble, there rushed by him, with loud shouts, a large party of boys in a sleigh drawn by six horses. 'Turn out, turn out, old fellow!'—'Give us the road, old boy,'—'What'll you take for your pony, old daddy?'—'Go it, frozen nose,'—'What's the price of oats?' were the various cries that met his ear.

"'Pray, do not frighten my horse,' exclaimed the infirm driver.

"'Turn out, then! turn out!' was the answer, which was followed by repeated cracks and blows from the long whip of the 'grand sleigh,' with showers of snowballs, and three tremendous huzzas from the boys who were in it.



"The terror of the old man and his horse was increased, and the latter ran away with him, to the imminent danger of his life. He contrived, however, after some exertion, to secure his reins, which had been out of his hands during the whole affray, and to stop his horse just in season to prevent his being dashed against a loaded team.

"As he approached Salem, he overtook a young man who was walking toward the same place, and whom he invited to ride. The young man alluded to the 'grand sleigh,' which had just passed, which induced the old gentleman to inquire if he knew who the boys were. He replied that he did; that they all belonged to one school, and were a set of wild fellows.

"Aha!" exclaimed the former, with a hearty laugh (for his constant good nature had not been disturbed), 'do they, indeed?' Why, their master is very well known to me. I am now going to his house, and I rather think I shall give him the benefit of this whole story.'

"A short distance brought him to his journey's end, the home of his son. His old horse was comfortably housed and fed, and he himself comfortably provided for.

"That son, boys, is your instructor; and that aged and infirm old man, that 'old fellow' and 'old boy' (who did not turn out for you, but who would gladly have given you the whole road had he heard your approach), that 'old boy,' and 'old daddy,' and 'old frozen-nose,' was the *Rev. Daniel Oliver*, your master's father. He is now at my house, where he and I will be glad to see any or all of you."

It is not easy to describe nor to imagine the effect produced by this new translation of the boy's own narrative. Some buried their heads behind their desks; some cried; some looked askant at each other, and many hastened down to the desk of the teacher, with apologies, regrets and acknowledgments without end. All were freely pardoned, but were cautioned that they should be more civil, for the future, to inoffensive travelers, and more respectful to the aged and infirm.

\* \* \* \* \*

Years have passed by; the lads are men, though some have found an early grave; the

"manly boy" is "in the deep bosom of the ocean buried." They who survive, should this story meet their eye, will easily recall its scenes, and throw their memories back to the "Schoolhouse in Federal street," and to their old friend and well-wisher,

HENRY K. OLIVER.

### ✓ **ARNOLD GUYOT.**

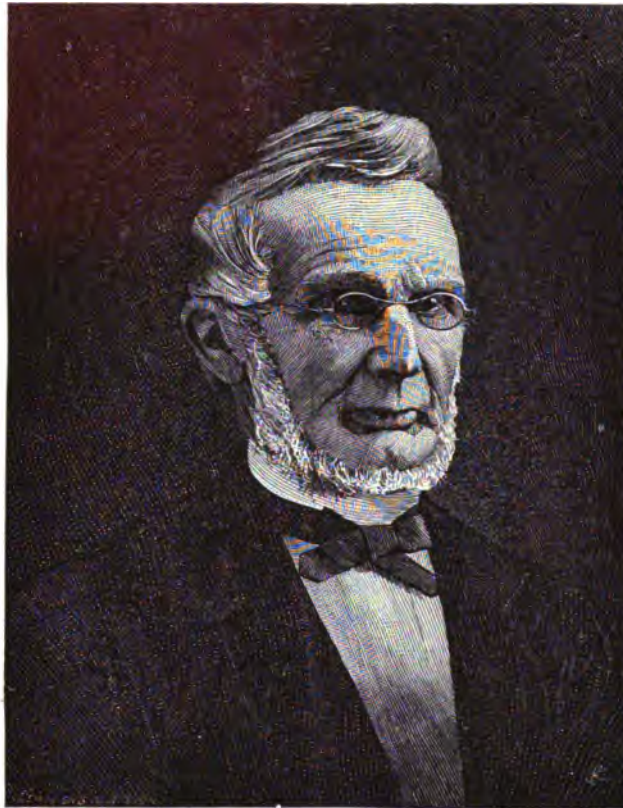
Professor Guyot, whose death occurred at Princeton on the 8th of February, at the age of seventy-seven, is everywhere honored for what he was, as well as for what he did. There is hardly an epithet appropriate to a good scholar, which may not be applied to him,—true, wise, helpful, considerate, devout; accurate, learned, skillful in research, apt to teach, inspiring. His life was devoted to the principle laid down by Smithson for the great institution in Washington,— "the advancement and diffusion of knowledge among men." He was equally ready to engage in a long and tedious investigation,—such as the measurement of a group of mountain peaks, the tracing of lines of boulders to their sources, the preparation of elaborate tables for the use of meteorologists, and the like,—or to make known in a popular lecture, or before a teachers' institute, or in the conversation of a parlor, or in a series of school-books, the results of his study. He never seemed to be thinking of himself, but always of his subject and his hearers. He cared very little for fame, very much for the study of nature and the education of man.

Like Beck, Follen, Lieber, Agassiz, and several who are still alive, he came to America after his academic training had been completed in foreign schools, and devoted himself to the service of his adopted land with an enthusiasm rarely equalled and never surpassed by the native citizen. He avoided the snare of routine which entraps so many of the college professors of this country; but, by always proposing to himself new lines of inquiry and new subjects of investigation, he kept his mind perpetually fresh, so that, until the infirmities of old age attacked him, he was younger than many of his juniors. He required no 'endowment' in order to lead him to investigation, no instructions, no commis-

sion, no salary; all he wanted was freedom. So, when vacation released him from his professor's chair, he took to the field, and, with such comrades as were ready to join him, pursued his geographical researches.

His most original out-of-door work was performed in his own land before coming to this country, where, by a study which lasted for several summers, he succeeded in tracing to

their primeval origin some thousands of erratic rocks strewn through the valleys of Switzerland. He thus rendered essential help in elucidating the problem of glacial action which his colleagues, Agassiz and Desor, were engaged in solving. Almost as remarkable was the study which he began, soon after coming to this country, of the great range of Appalachian mountains which borders the



*A. Guyot*

Atlantic seaboard, from Maine to Georgia. He determined barometrically the height of the principal summits in the White Mountains, then made a prolonged series of similar measurements in the Black Mountains of the south, then produced a memoir (accompanied by a map) of the entire chain,—a memoir which remains to this day the best existing description. More recently he turned his attention to the Catskills, and revealed the

fact that in this group of mountains, so near to the summer-resorts of wealth and intelligence, the highest peaks were not recorded upon the maps, and inferior peaks were regarded by the scientific visitor and the resident forester alike, as the actual summits. He knew that the problems of nature were always at hand; that careful observation and reflection would reveal some truths of interest and importance, whether the observer

were placed in a new country or an old. He was one of those rare men who can ask a hard question and proceed to answer it.

When he came to this country, in 1849, meteorology was hardly worthy to be called a science. He foresaw what light could be thrown on the law of storms and on the variations of climate by accurate observations extended over vast areas. But he saw, also, the need of good barometrical and thermometrical instruments, and of accurate tables for the reduction of observations. Under the Smithsonian auspices, he superintended the production of both, applying himself with assiduous labor, for several years, to the preparation and publication of the volume which bears his name, and of which a new edition was in preparation before his final illness. It is easy to see that this work of a pioneer, in a department comparatively new, was of fundamental importance. It helped on the meteorological work which was long superintended by Prof. Henry and the Smithsonian observers, and was subsequently developed on a grand scale by the government signal-service.

As we are not endeavoring to review in detail the scientific work of Mr. Guyot, but simply to point out some of the elements of his character, we pass on to his influence as a teacher. For a long while after he came to this country he was a professor without a desk,—a peripatetic teacher, engaged by the Massachusetts board of education to unfold the right principles of geographical instruction. His remarkable insight into the relations of the 'Earth and man' had been developed in the atmosphere of Berlin, when Humboldt, Ritter, and Steffens were in their prime. He learned their methods of thought; he worked out his own. His earliest utterances upon this subject were given at the Lowell Institute in 1849, when, with the eloquence of an original thinker, he showed how the earth was fitted to be the dwelling-place of the human race. His task was performed with such profound perception of the truth, and with such suggestive and stimulating reflections, that the unpretentious volume of lectures (notwithstanding the fact that science has revealed so much which was then unknown) remains to this day one of the best introductions to physical geography which

the general reader can find in any language. The acquaintance which he formed with American schools and teachers showed him how poor and dry and immethodical were the geographies then in use, how flat and unsuggestive the maps. He endeavored to remedy the evil, and for years was occupied, with skilled co-operators, in the production of a series of wall-maps and text-books, which have since been used in every part of the land. It is not too much to say that they revolutionized the methods of teaching geography. Every series of geographies which has since appeared shows the influence of Guyot.

During a period of nearly thirty years he has been a professor in Princeton college, and his name is cherished by hundreds of loving pupils, who have found in him a friend as well as a teacher; but until a recent period he was easily induced to lecture in other places, and his voice has often been heard in distant cities, expounding his favorite ideas.

The intimacy of Agassiz and Guyot, and the parallel courses of their lives, may be beautifully traced in the memoir of Agassiz which Guyot wrote for the National academy in 1877-78, but did not print until April of last year. It was a biographical gem. The two friends were born in Switzerland, were companions in study, were colleague professors in a post-graduate academy at Neuchâtel, were co-workers in glacial researches, were disturbed by political changes in their native canton, were emigrants to America, were neighbors in Cambridge, were comrades in sensible efforts to make science intelligible to the people, were investigators of American problems. In this memoir of his friend, Guyot has revealed himself by many a characteristic touch. After a fresh perusal of its pages, we are led to wonder how much scientific progress would have been delayed in this country if it had not been for the inspiring and co-operating influence of these noble immigrants.

Like Faraday, Clerk Maxwell, Agassiz, Joseph Henry, and Benjamin Peirce, Guyot was a man who was devoted to research, who believed in carrying it to the utmost, and yet who was never troubled by the idea of a possible 'conflict' between science and religion.

To him nature was a manifestation of God. Natural laws were divine laws. There could be no antagonism between them. On the contrary, he believed that the more we learn of the human soul, of the course of history, and of the structure of the world, the more harmonious will they appear as parts of one great plan. His faith, both in science and in religion, was so strong that his influence kept many clergymen from bigotry, many students from atheism. In him they saw a man to whom the study of science and the worship of God were alike obligatory.—*Science*.

To the foregoing appreciative and truthful sketch, I desire to add a few words of personal reminiscence.

In the fall of 1851, I was a student in the State Normal school at Bridgewater, Mass. It was at that time that Professor Guyot began his labors as lecturer before the normal schools and teachers' institutes of Massachusetts. He was employed under the direction of Dr. Barnas Sears, then secretary of the State Board of Education.

I think I shall never forget the day when he made his first appearance, with his maps and apparatus for his work. At that time, he was about forty-five years old,—a thin, spare, dark-complexioned man, weighing, I should judge, about one hundred and thirty-five pounds. He was decidedly a Frenchman in appearance and in movement, although born in Switzerland. His gestures were French, even to the characteristic shrug of the shoulder.

He had but just learned to speak English; and it was quite difficult to understand him. Some of his pronunciation was very funny, especially that of his favorite word, "dev'elopment." Added to the ordinary difficulties Professor Guyot was naturally deficient in the power to make certain sounds in English; he was always inclined to sound *w* for *r* and *l* for *s*.

But, notwithstanding the difficulty of understanding him, his exhibition of vast stores of knowledge, of patient enthusiasm, of straightforward honesty, and of skill in teaching, won upon us, and the notes I took of his lectures I still have, and prize them very highly. I owe to the influence of Professor Guyot a large part of any enthusiasm I may ever have

had in the study of geography, and of any skill and success in teaching the subject.

For two or three years I used to see and hear him often; I frequently saw him in company with Professor Agassiz, who was employed at the same time to give lectures to the teachers. They had been friends from boyhood, and used to address each other familiarly as "Arnold" and "Louis."

The last time I saw Professor Guyot was in February, 1878, when I spent a half-day with him at his home in Princeton, New Jersey. It seemed to give him great delight to take me through his museum, and to go over again his theories and speculations about "Man," and the "Earth, his dwelling place." At that time age had begun to tell upon him, and his face was strikingly as it appears in the accompanying picture, but his enthusiasm was as earnest as ever.

During the first course of lectures I heard him give, he set forth his theory of the harmony of science with the first chapter of Genesis. A few months before his death, he gave his theory to the press, and it has just been published under the title of *Creation*, by C. Scribner's Sons, of New York. In all the essentials, the book is in perfect accord with his theory as he put it forth thirty years before. He had studied theology in his youth; and was prepared, therefore, to look at both sides of his subject. During all his life he was an earnest believer in both Science and the Bible, and in the perfect harmony of the two.

E. C. HEWETT.

## WONDERS OF THE HUMAN EAR.

BY PROF. GRANVILLE F. FOSTER.

### II.

The *cochlea* consists of a bony tube, divided, by partitions, into three parts, which winds two and one-half turns around a conical, bony axis, known as the modiolus. In shape it is, as its name implies, like a snail shell, and occupies a recess in the general cavity of the internal ear,—a cavity hollowed out of the petrous portion of the temporal bone. It is placed at the anterior part of the labyrinth, its apex being directed forward and downward and outward toward the upper and front part of the inner wall of the tympanum.

or ear drum. In size it is very minute, being somewhat less than one-quarter of an inch, both in the diameter of its base and in its height. The bony tube is divided primarily into two grand divisions, by an osseous ledge called the *lamina spiralis*, which, as its name implies, is wound spirally around the modiolus. As the lamina spiralis does not quite reach the outer wall of the tube, the deficiency is made up by a delicate membrane called the basilar, which, of course, will follow the windings of the lamina spiralis, and, with the latter, will entirely divide the tube into the two divisions before mentioned. The one opening from the vestibule, is known as the *scala vestibuli*, the ladder or stairs of the vestibule; while the other at its commencement, being separated from the tympanum by a thin semi-transparent membrane covering its opening,—the *fenestra rotunda*, one of the two apertures (called fenestræ) in the common bony wall between the tympanum exteriorly and the labyrinth interiorly,—has received the name of *scala tympani*. By a deficiency of the lamina spiralis, and of course, too, of the membrana basilaris, near the apex of the cochlea, the two scalæ communicate by a space common to both, known as the *helicotrema*. In the scala vestibuli, close to the outer termination of the lamina spiralis, arises a thin membrane, which extending outwards to the wall of the cochlea, separates from the scala vestibuli a space known as the *scala media*. The lamina spiralis really consists of two thin layers of bone, with a space between which communicates with an aperture in the modiolus of bone, to which the lamina spiralis is joined as before mentioned. The space within the modiolus, called the *central canal*, as well as the space between the thin layers of bone composing the spiral lamina, are both for the transmission of innumerable filaments of the cochlear branch of the auditory nerve, which thus have a way opened by which they are enabled to reach the basilar membrane, where they unite with very peculiar hair-cells to be hereafter described. Let the reader now remember that the basilar membrane extends from the lower layer of the lamina spiralis, outward to the wall of the cochlea, and that there is another membrane known as the *membrana tectoria*, extending from the upper

layer of the same lamina outwards, leaving a space, which though not entirely separated from the rest of the scala media, forms essentially a *fourth division of the cochlea*, the wonderfully ORGAN OF CORTI.

If the reader has followed the anatomical description of the cochlea so far,—a description, though tedious, yet essentially necessary to an understanding of what follows,—he is ready now to proceed to an examination of what may be found in the minute space which lies between the membrana basilaris, on the one hand, and the membrana tectoria on the other; and it may be as well to say at this point of our description, that just here lies the essential portion of the ear,—that wonderful mechanism, by means of which the wavelets of sound are translated into their equivalent and corresponding nerve impulses, which travel along the connecting filaments of the auditory nerve to that part of the brain where another translation makes them sensations.

It would be foreign to the design of these articles to undertake a thorough histological description of the Organ of Corti, which can be better found in any of the elaborate works on this subject which Germany, especially, has produced; but only such a description will be attempted as will put the reader in possession of such facts as will prepare him to understand a few new theories concerning the function of certain portions of the Organ of Corti, which the writer will undertake to advance in the third article of this series.

The upper layer of the spiral lamina, near its termination, separates into two lips, with a sulcus or furrow between. These lips, called the *crista spirales*, present the anomaly of being composed of mingled epithelial cells and osteogenic substance, a combination nowhere else to be found in the human system. Close to the sulcus, and lying on the basilar membrane and hence outward from the lamina spiralis, are the peculiar *Arches of Corti*, formed of two rows of s shaped pillars. Each pillar of the one row fits into the corresponding pillar of the other row, both rows sloping from one another, somewhat as the rafters of the roof of a house do. The rounded top of each pillar has a long head-piece, extending transversely to the general direction of the rows, looking somewhat as a house would if

several boards of equal length were fastened at right angles to the ridge-pole, as as to extend to an equal distance on both sides of it. These head-pieces are designed to support firmly a membrane which is stretched inwards and outwards over the arch, and is known by the beautiful name of *lamina velamentosa*. This lamina is the most complicated in the *scala media*. No description can possibly do justice to its highly ornamented surface, for it must be *seen* to be fully appreciated.

This lamina, which extends a considerable distance inwards and outwards beyond the termini of the head-pieces before mentioned, is supported at its outer edge by the prop-cells of Heusen, and between these cells and the arch, held fast between the lamina velamentosa above and the basilar membrane beneath, are several rows of hair cells, so called because each one resembles a hair which is somewhat bulged in the center, the bulged part occluding a somewhat ovoid cell, containing nucleus and nucleolus. There are also hair-cells on the inner side of the arch, similarly arranged and fastened as those on the other side.

There are on an average 3,000 of the Arches of Corti, but many times this number of hair-cells. The reader must constantly bear in mind that all these anatomical elements just described are situated in a spiral chamber which makes two and one-half turns around a modiolus of bone, hence each arch stands next its fellow in such a manner that the whole 3,000 form a spiral archway beneath, or a spiral tunnel along and across which little white filaments of the auditory nerve pass on their way to the hair-cells. The reader, of course, will understand that the lamina velamentosa, as well as the hair-cells and every other structure in the cochlea, must partake of this spiral arrangement, and since, when man is in an erect posture, the apex of the cochlea lies downward and forward, we can only say correctly, in a geometrical sense, that this archway or tunnel winds from the base of the cochlea *upwards* towards its apex, and hence, when occasion demands the use of *up* or *down*, up will mean towards the apex and down towards the base, irrespective of the position of the body.

Let this very important fact just here be remembered, that in the ascent of the spiral

tunnel upwards from the base, the arches grow gradually longer, increasing in a corresponding degree the length of the hair-cells; while in these hair-cells themselves there are also slight differences in size, easily recognized, and presumably, therefore, there does actually exist corresponding differences in the respective weights of the hair-cells themselves, and there is reason to believe that there may exist in them differences likewise in tension; but whether this last statement can be accepted as true or not, this one thing is certain, that these hair-cells do differ in length and weight. These facts are certainly very significant in view of the physical law that the pitch of a sound emitted by a wire, for instance, will depend upon the number of vibrations of the wire in a given time, say in a second, and the number of vibrations will vary with its length, weight and tension, according to well-known laws which are exactly reduced to practice in the manufacture of harps and pianos.

This will bring the reader to an interesting question (which for lack of space must be reserved for a third article on the subject), viz.: Is it true, as Helmholtz maintained, that the Arches of Corti are so fitted as to beat in responsive, sympathetic vibration with sound, or shall we look for this sympathetic vibration in the hair-cells?

If the general reader has followed the subject closely, he has already perceived that the waves of air (or of other media, in the absence of air) formed by the vibrations of some sonorous body, are borne to the ear, setting into vibration the membrana tympani, then the auditory ossicles, then the perilymph and endolymph of the labyrinth, then the otolithes or otoconia of the vestibule, which, striking the termini of nerves, give rise finally in the brain to the idea of the *volume* of sound, while at the same time an impulse is carried into the scala media giving rise finally in the brain to the idea of pitch and quality; and it is the design of the writer, in the next article, to present at least his opinion as to what particular part of the complicated scala media has for its function the picking out and the translation into nerve impulses the various wavelets of sound that reach it.

## LITERARY SOCIETIES

BY R. R. REEDER.

"Shall we encourage their organization in district schools?"

In response to the above question in the March number of the JOURNAL, I beg leave to offer the following:

A well-managed literary society is indeed a Pierian spring to some of our rural communities. But it is easier to state the above conditions than it is to secure them. "Well managed"; "Ay, there's the rub." From my experience and observation in conducting country lyceums, I venture the assertion that four of every five are the "well springs" of anything but culture. This ought not so to be. A literary society is a center of social and moral influence, and when prudently managed is a power for good, but when left in the care of the young people, children and farm hands, which is too often the case, it becomes an unmixed evil, socially, morally and intellectually.

A lyceum imposes an extra amount of work upon the teacher, but of such a nature that it always *pays*. Through it he may form acquaintances and friendships with patrons, many of whom he would not otherwise meet during the entire term of a winter school. It affords a better time and better conditions for doing a certain kind of literary work than can be found in school hours, and thus materially aids the teacher. A literary society is also the means of giving pupils a practical understanding of parliamentary rules, without which a common school education is incomplete.

A few words about the "*how*."

Ex-officio the teacher must be the backbone of all responsibility, upon a wise distribution of which depends the success of the society. He should be a member in full, but must not be an officer. If made the chief officer, he is looked upon as the prominent person of authority, and may be left alone to direct the work. By keeping out of office he avoids the "slings and arrows" of partisan jealousy and strife, which are always and everywhere present when there are officers to be elected.

Generally there is an inexperienced corps of officers chosen, in which case, although not

an officer, the teacher must in a quiet way oversee and give character to the work of each officer. He must be the "power behind the throne," you know.

In my own experience I have often found it necessary to instruct the president and secretary in minutest detail; how to call to order, how to arrange minutes, order of calling exercises, form of reports, etc., how to open the house for business, to put a motion, dispose of amendments. The pupils thus learn that there is an exact and systematic way of conducting these affairs, and it is remarkable how anxious they are to learn to do these things in the proper manner. The more useful and common parliamentary rules may be made the subject of a series of general exercises in the school. For giving instructions of this kind I have several times opened a business meeting of the school, at the time for general exercises, by having the pupils elect a chairman from among their number. Motions and amendments are then made by pupils previously instructed, and thus a practical lesson is taught.

The society should be governed by a brief but explicit constitution and by-laws. These should be carefully drafted and strictly adhered to. The vigilant committee for this purpose will be the teacher. The exercises, except debates, should be submitted to the careful scrutiny, criticism and approval of a committee appointed for that purpose. By this means all trashy, unsavory personal matter is kept out of the paper, which is too often the reservoir for all the noxious sewerage of sickly, sentimental, and vulgar gossip. As the teacher will often be appointed critic, he may educate the taste of his community by making wise criticisms and encouraging well prepared exercises.

Although last in this paper, good order is first in importance and should always be considered in choosing a president. As the whole neighborhood, both old and young, "turn out" to the "Literary," it is usually well to elect one of the directors for the first president. He will feel a greater responsibility in respect to good order. After the young people have become accustomed to obey the officer in charge, one of their own number may be chosen president.



Meetings should not be held oftener than once in two weeks, unless the membership is large. All exercises and questions for debate should be received by the committee at least one week previous to their appearance on the programme.

A spirited contest between two neighboring societies is a literary godsend to the social and intellectual growth of both communities.

### A METHOD OF MAKING PREPARATIONS TO ILLUSTRATE CLASS-WORK IN PHYSIOLOGY AND ZOOLOGY.

BY H. GARMAN.

The satisfactory results of a few experiments made by the writer with a view to testing Semper's method of making dry preparations have convinced him of the usefulness of this method for preserving demonstrative dissections for class use. Such preparations are especially desirable where the time allotted to the study of zoölogy does not permit the pupils to do much dissecting. For the benefit of those readers of the JOURNAL who may be interested in natural history methods, the essentials of the process are given below.

1. Place the specimen to be prepared in a one per cent. solution of chromic acid (10 grammes of crystals of chromic acid to one liter of water), and allow it to remain twelve hours or more, according to its size.

2. Transfer to as pure alcohol as can be obtained, and allow to remain twelve hours.

3. Transfer to oil of turpentine, and allow to remain six hours or more.

4. Take from the turpentine and dry in the air.

Müller's fluid or almost any of the hardening agents employed by histologists may be used in place of the chromic acid solution. For very nice preparations absolute alcohol is best, as it extracts all the water from the tissues and thus permits a more thorough penetration by the turpentine.

Lavender oil may be substituted for turpentine, but it is more costly.

The specimens treated in this manner assume an ashen or whitish color when dry, and resemble plaster casts of the fresh objects. They are light, durable, and are devoid of all offensive odor. An eye of the ox thus

prepared and afterwards sectioned at one side of the lens, gives a most instructive view of the coats and other structures of the eye. The sclerotic, choroid, entrance of the optic nerve with blood vessels radiating from it, the hyaloid membrane, ciliary processes and muscles, canal of Schlemm, the lens, iris, cornea, with its membrane of Descemet and the conjunctiva, are clearly shown in such preparations without further dissection. The humors disappear through the action of the alcohol, but the cavities occupied by them retain their normal forms. The method is particularly well suited to show the external characters of soft bodied animals, such as worms and mollusks.

### WHAT SHALL WE TEACH?

BY P. K. M'INN.

In reply to your question in the February issue of the JOURNAL as to what we shall teach, permit me to contribute the following thoughts on practical education, about which we hear so much.

What is practical education? Education in those things that will be practiced. Training in that that will be used, or is likely to be called into use. Used for whose advantage—to further whose interest? Ah, there's the rub.

The result of education is skill in whatever the individual may have been educated for. This implies a purpose in educating. It is done to accomplish a purpose in the mind of parent, guardian, or the one educated—a purpose in the mind of whoever *impels* to the education.

An individual's education, then, to be practical, should tend to further the purpose he or his guardian entertains. His own interest and advancement are sought in his education, and that interest and that advancement are to determine what is practical in his case.

The State wills the training given in the public schools. Its object is its own stability, tranquillity, perpetuity, welfare. It aims, by education, to produce such mental conditions in its citizens as will insure its healthful and continued existence. What are these mental conditions? Power of independent and reliable thought upon measures affecting public



welfare; a habit of searching and impartial investigation before arriving at a decision in any important public affair; a thorough acquaintance with the principles that should affect such decision—these are some of the important mental qualities and accomplishments desirable in the citizen.

The *State* impels to and compels public school education. It has a definite purpose. The practical in common school education, then, must be measured by the *State's* purpose. That that produces mental conditions necessary in the citizen, is the standard by which we must measure the practical in State schools. The question is not what the boy will practice in life as a business man, as a professional man, as an artisan, but as a citizen. The standard by which we are measuring the practical in our schools is almost invariably *that which the pupil will practice in his own interest*. This is all wrong, unless the State educates the boy for the boy's own advantage, hoping only that it may get some incidental good therefrom,—perhaps by keeping him profitably employed and thus out of mischief.

To reiterate and conclude: Practical results in common school work are results that the State wants for its own security; not what the parent wants for his son's own business advantage.

If Latin cultivates those faculties that the State's need demands to greater advantage than English grammar, then Latin is more practical.

If geometry produces better results in thinking power than business arithmetic, then geometry is the more practical study.

The sum of the whole matter is that in courses of study the State's wants should be first and the individual's decidedly second, while the very opposite is the present tendency. If this theory is erroneous, or the practice in harmony with it, please inform me.

If any man offend not in word, the same is a perfect man.

Predominant opinions are generally the opinions of the generation that is vanishing.—*Disraeli*.

If a good face is a letter of recommendation, a good heart is a letter of credit.—*Bulwer Lytton*.

## OUR PROGRESS IN EDUCATION.

From advance sheets of Lusk's "Politics and Politicians of Illinois."

Among all the grand achievements of our State, there is none of which the people have reason to feel a greater pride than in the progress made in our school system. Its success has been the foundation stone of all our other successes morally, religiously and industrially. A contemplation of the past and present of the system cannot fail to prove both entertaining and instructive, if not amusing.

Reynolds, in his Pioneer History, tells us that John Seely was the first person to enter upon the business of school-teaching in Illinois; that he opened a school at New Design, Monroe county, in 1783; that he was followed by Francis Clarke and John Clark in the same year, who taught in their localities. John Clark is described as a Scotchman, a preacher and a classical scholar. The General Assembly of 1821 passed an act which authorized Upper Alton to levy a tax not exceeding seventy-five cents on each town lot, to be applied to the support of teachers, erection of school buildings or repairing. The proprietors of Upper Alton having donated one hundred town lots, one-half of which were for the support of the gospel and the other half for the support of public schools, the act exempted these lots from this tax. Under this act Alton established the first free school which was declared to be free to all of suitable age within the limits of the town. Up to this time no school system had been adopted and no provision made by the General Assembly for the support of the schools, with the exception of the small amount realized from leasing the school lands.

In 1825 the General Assembly passed the first act establishing free schools throughout the State, the preamble of which read as follows:

"To enjoy our rights and privileges we must understand them; their security and protection ought to be the first object of a free people, and it is a well-established fact that no nation has ever continued long in the enjoyment of civil and political freedom which was not both virtuous and enlightened; and believing that the advancement of literature always has been and ever will be the means

of more fully developing the rights of man; that the mind of every citizen in a republic is the common property of society, and constitutes the basis of its strength and happiness; it is therefore considered the peculiar duty of a free government, like ours, to encourage and extend the improvement and cultivation of the intellectual energies of the whole."

Section 1 provided that there should be established a common school or schools in each of the counties of the State, which should be open and free to every class of white citizens between the ages of five and twenty-one years; provided, that persons over the age of twenty-one years might be admitted into such schools on such terms as the trustees might prescribe.

The schools were wholly under the direction of the trustees. The county boards, in the several counties, were required by the same act to establish school districts containing not less than fifteen families. The legal voters were given the power to vote an annual tax either in cash or good merchantable produce, upon the inhabitants of their respective districts, not exceeding one-half per centum, nor amounting to more than ten dollars per annum on any one person; and two dollars out of every hundred received into the State treasury was appropriated for the support of the schools. For the purpose of building or repairing school houses, supplying furniture and fuel, the people could classify themselves and determine the amount of work, material or money in lieu thereof each should give. But no one was required to contribute in this way unless he sent a child to school.

The tax levy made in produce might be transferred to the teacher who was empowered to make the collection.

In case of disagreement as to the price of any produce offered, arbitration was provided for. But this law went further than the wishes of the people, and in 1827 the General Assembly repealed the clause making the appropriation of two dollars from the State treasury, and the law was further amended so that no person might be taxed without his consent. This left the support of the schools so precarious that they made but little progress. In 1829 the General Assembly passed an act which provided for the sale

of school and seminary lands, which laid the foundation for the present township fund system. (See Edwards's History.)

In 1845 the General Assembly again empowered the districts to vote a tax, but a two-thirds vote was required, and the tax was limited to fifteen cents upon the hundred dollars.

This power of taxation was enlarged by the General Assembly in 1849, and again in 1851. But it was not until the enactment of the free school law of 1855, nearly in the form prepared by Ninian W. Edwards, who had been appointed State Superintendent of Public Instruction the year before, that the school system was put upon a firm basis by the requirement that in each district the schools should be maintained for at least six months in each year, and by granting the school boards power to levy taxes for whatever amount they found necessary for building purposes and for current expenses. And a two-mill State tax for the support of schools was also authorized. From this time our public school system made rapid progress.

## EXAMINATION FOR STATE CERTIFICATES

LATIN.—Time, two hours.

[The figures in curves ( ) indicate the credits that will be given for perfect answers.]

1. (6) a. Date your paper in Latin.  
b. Explain the divisions of the Roman month.  
c. What two ways had the Romans for telling the year?
2. (6) *Gallia est omnis divisa in partes tres.* Give boundary of each division and the name of the inhabitants of each.
3. (9) a. Translate: *Moribus suis Orgetorigem ex vinculis causam dicere coegerunt. Damnatum poenam sequi oportebat, ut igni cremaretur.*  
b. Analyze the second sentence.  
c. Who was Orgetorix, and why was he to be punished?
4. (12) a. Compare *nobilissimus*, *ditissimus*.  
b. Compare the adverb from *facilis*, *acer*.  
c. Grammatical peculiarity of *dies*? Of *castra*?  
d. Difference between *oppidum* and *urbs*.  
e. Explain *novissimum agmen*.  
f. How large was a legion in Cæsar's time, and how divided?
5. (12) a. Translate: *Ad eas res conficiendas deligitur.*  
b. Decline *eas*. c. Parse *conficiendas*.  
d. Give synopsis of *deligitur*, 2d person plural, both voices.
6. (20) a. Translate: *Huic magnis præmiis pollicitationibusque persuadet, uti ad hostes transeat, et, quid fieri velit, edocet. Qui ubi pro perfuga ad eos venit, timorem Romanorum preponit, quibus an stitit ipse*

Cæsar a Venetis prematur, docet, neque longius abesse, quin proxima nocte Sabinus clam ex castris exercitum educat et ad Cæsarem auxilii ferendi causa proficiscatur.

b. Give the rule for each subjunctive.

c. Give the principal parts, both voices, of ten of the verbs in the passage.

7. (35) Translate into Latin:

a. As soon as this battle was over he causes a bridge to be built over the Arar and leads his army across.

b. Considius says that the mountain has been taken by the enemy.

c. At day-break the top of the mountain was held by five thousand five hundred and fifty soldiers.

d. A day was appointed for a conference, the fifth from that day.

e. He asks that Cæsar send some one to the town of Geneva.

f. For five successive days Cæsar led his forces out before the camp, and had a line of battle formed in order that if Ariovistus wanted to engage in battle he might not lack opportunity.

g. Cæsar, having been assured of these things by Crassus, warns Considius to avoid all grounds of suspicion, and sets spies over him in order that he may know what he does and whom he talks with.

BOTANY.—Time, one hour.

1. Have you collected plants and preserved them? Have you analyzed the plants yourself?

2. What is a natural, what an artificial, system of classification in botany? Whose system is natural, whose artificial?

3. Give the class, order, family, and genus, of three of the following plants: *Wheat, oak, bean, peach, hemp, sunflower, lily*.

4. Name five terms exclusively used in the description of the Compositæ and Dipsacæ; define these terms.

5. Explain the terms: *trimerous, tetramerous, pentamerous*. What order of plants has the flowers trimerous? What order pentamerous? Give a diagram of each.

6. a. What do you know about the antheridia and archegonia of ferns?

b. What are microspores and macrospores? What plant produces both?

7. a. In what respect do the conifera differ from all the other flowering plants?

b. What is the difference between a *catkin* and a *spike*? What their similarity?

8. a. What are *glumes? pales? awns? ligules? culms*? These terms are used in connection with what order of plants?

b. Define *epigynous, perigynous, and hypogynous*. What part of a plant may have one of these insertions?

9. a. Discriminate between the following terms: *pubescent, villous, tomentose, hirsute, hispid*.

b. Note the difference between *rotate, campanulate, urceolate, funnel-form, and tubular*.

10. a. Give a model description of the rose (*Rosa centifolia*) for pupils in the primary grades.

b. Give a model description of the rose (*Rosa centifolia*) for pupils of a high school.

GERMAN.—Time, two hours.

Verblendeter, vom eiteln Glanz verfuehrt,  
Verachte dein Geburtsland! Schaeme dich  
Der uralt frommen Sitte deiner Vaeter!  
Mit heissen Thraenen wirst du dich dereinst  
Heim sehnen nach den vaeterlichen Bergen, (5)  
Und dieses Heerdenreihens Melodie,  
Die du in stolzem Ueberdruss verschmaehst.  
Mit Schmerzenssehnsucht wird sie dich ergreifen,  
Wenn sie dir anklingt auf der fremden Erde.  
O, maechtig ist der Trieb des Vaterlands! (10)  
Die fremde, falsche Welt ist nicht fuer dich:  
Dort an dem stolzen Kaiserhof bleibst du  
Dir ewig fremd mit deinem treuen Herzen!  
Die Welt, sie fordert andere Tugenden,  
Als du in diesen Thaelern dir erworben. (15)  
—Geh hin, verkaufe deine freie Seele,  
Nimm Land zu Lehen, werd ein Fuerstenknecht,  
Da du ein Selbstherr sein-kannst und ein Fuerst,  
Auf deinem eignen Erb' und freien Boden.  
Ach Uly! Uly! Bleibe bei den Deinen! (20)  
Geh nicht nach Altdorf—O, verlass sie nicht,  
Die heilige Sache deines Vaterlandes!

1. (25) Translate the above verses into good English

2. (15) Decline *der vaeterliche Berg, die uralt fromme Sitte, dein eignes Erbe*.

3. (10) Compare *eitel, stolz, viel, dienstfertig, hoch, nah*.

4. (10) Give the principal parts of *laufen, denken, wissen, brennen, thun*.

5. (10) Give the subjunctive mood and past tense of *koennen, kennen, schlafen, duerfen*.

6. (10) Form sentences in German, employing the following verbs: *anklagen, berauben, ueberzeugen, wuerdigen*.

7. (20) Translate into German: The history of railroads is truly marvelous. George Stephenson, the inventor (if it can be said that railroads were invented), when eighteen years old had never been to school. He could not write nor even read. His father was very poor, and he was compelled to work incessantly to aid in supporting a large family. At that age he was fired with an ambition to learn, and for this purpose secured admission to an evening school, working during the day. He was indefatigable in his efforts to learn, and soon developed a passion for mathematics, the acquisition of which proved of great use to him in after-life.

### ODD BITS OF INFORMATION.

15. "*Brewers' Marks*." The X's are used to denote the varying degrees of strength:

Simplex—single X, or X.

Duplex—double X, or XX.

Triplex—triple X, or XXX.

16. "*Brother Jonathan*" was John Turnbull. He was governor of Connecticut under Washington, who had such confidence in his judgment that when he was in doubt he was in the habit of saying "I must consult brother Jonathan."

17. *"Buying a pig in a poke."* This expression is said to have originated in a trick of a countryman who put a cat into a poke, or sack, and sold it in a market as a sucking pig.

The discovery of the trick is said to have originated another saying:—"Letting the cat out of the bag."

18. *Camel, the Ship of the Desert.* The origin of this saying is in George Sandys's "Paraphrase of the Book of Job," 1610:

"Three thousand camels his rank pastures fed,  
Arabia's wandering ships for traffic bred."

19. *Chiltern Hundreds.* This is a region occupied by the Chiltern Hills, and formerly much infested by robbers. To protect the inhabitants, an officer was appointed by the crown, who was called "Steward of the Chiltern Hundreds." The office is still retained, but is a pure sinecure.

A member of parliament cannot resign. He can, however, accept an office under the crown, and this vacates his seat. When an M. P. wishes to retire, he applies for this office. His request is always granted, and he holds the position until some one else desires to retire.

20. *Cock and Bull Story.* The pope's bulls were named from the *bul*la, or seal, which was attached. The seal bore the impression of a figure of St. Peter, accompanied by the cock. After the Reformation any tale or discourse that was unheeded was on a par with a pope's bull, which was a "cock and bull affair."

21. *Dick's Hatband.* "As odd as Dick's Hatband" is a common expression. The allusion is to Richard Cromwell, who found the crown unsuitable, and abdicated after two years.

22. *Dollar Mark.* Accounts in the southern part of N. A. were kept in dollars and reals. The Spanish dollar was eight reals in value, hence they were called "pieces of eight." To distinguish between them, a canceled figure of 8 was used to designate the dollars.

23. *Forks* were introduced into England in the 16th century, from Italy. Queen Elizabeth was the first English sovereign who used

them. They were at first very unpopular, and sermons were preached against them.

24. *From Pillar to Post.* The original proverb was, "To go from post (*i. e.* whipping post) to pillory," and signified from bad to worse.

25. *God Save the Mark.* An Irish superstition taught that if a person, on telling a story of an injury received by another in some part of his body, should illustrate by touching the same part of his own body, he could avert a similar injury by uttering the words, "God save the Mark."

26. *Hobson's Choice.* In the time of Charles I, one Hobson let horses to the students at Cambridge. It was one of his rules that they should be let in strict rotation, hence he who desired a horse was obliged to take the one whose turn it was to go.

27. *John O'Groat's House* was built about 1489, by a Dutchman from Groot, in Holland, upon Duncan's Bay Head, the most northerly point in Great Britain. "From Land's End to John O'Groat's House" means from one end of Britain to the other.

28. *Ladies' Privilege in Leap Year* is said to have originated in an act of the Scottish parliament, in 1228, which ordained that during the reign of Margaret, every woman should have a right to propose to the man of her choice. If he declined he was liable to a fine.

29. *Lucifer Matches.* Mr. Isaac Holden, a chemist, was accustomed to begin his work at an early hour. He found it difficult to obtain light from tinder, flint and steel. He experimented with explosives, but could not communicate the light to wood until it occurred to him to put sulphur next to the wood. He exhibited the experiment in a lecture. The son of a London chemist witnessed the experiment, and communicated the fact to his father; the matches were soon in common use.

30. *Lynch Law.* The term is said to be derived from the name of a Virginia farmer who took the punishment of a thief into his own hands.—*Compiled from Words, Facts, and Phrases.*

31. *Oregon.* The late Archbishop Blanchet contributed the following interesting

paper to *The Portland Oregonian* in 1863. It will be observed that the archbishop speaks of himself in the third person: "Jonathan Carver, an English captain in the wars by which Canada came into the possession of Great Britain, after the peace, left Boston June 6, 1766, crossed the continent to the Pacific, and returned October, 1768.

(Continued next month.)

### "DOWN SOUTH."

On the 9th and 10th of April I had the pleasure of attending the sessions of the Alabama State Teachers' Association at Tuskegee.

About one hundred teachers were present, besides students of the Normal School, which is located at that place. All the members were negroes, except six or eight white persons who are teachers of negroes. There was a good attendance of the colored people of the town; but, I think, not half a dozen whites.

The order and earnestness would compare favorably with that of any similar gathering of teachers in any of our Northern States; and the same may be said of the quality and character of the discussions, and of the papers read.

A long discussion was had on the use of liquor and tobacco—if that can be called a discussion in which all the speakers are on one side of the question.

I gave two evening addresses to full houses—on the last evening the house was densely crowded—and I have no desire for more attentive and appreciative audiences.

The sessions were held in the chapel of the new Normal School building. This Normal School has been in operation two or three years; it is one of the three for colored students receiving aid from the State.

There are no whites in the faculty. The President is B. T. Washington, a graduate of General Armstrong's Institution at Hampton, Va. The evidences of his intelligence, vigor and devotion to his work are seen on every hand. The students, in their neatness in dress, courtesy of deportment, intelligence and earnestness, would do honor to any institution. Miss Adella Hunt, the training teacher, gave an object lesson before the as-

sociation, with a class of boys and girls about ten years of age. Had it been the training teacher at Normal with a class of Normal boys and girls, I should have felt satisfied had teacher and pupils acquitted themselves as well as these did.

The present building is cheaply constructed, but it is quite commodious, and furnishes dormitories for a large number of the girls; the dining room accommodates both sexes. All the work is done by the pupils. Carpentering, brick-making, and farming also receive attention from the young men. A new and larger house, of brick, is now building. The funds for building purposes are gifts, to a large extent, I judge, from people at the North. I was told that the white citizens of the community are well disposed and helpful towards the work of the Normal School. But I was surprised that they gave so little attention to the association, and that they were so conspicuous by their absence from the meetings. It seems, from what I could learn, that the "color-line" is more thoroughly drawn in schools and churches than anywhere else. I think this is especially deplorable, for no where is there more need for all workers to stand shoulder to shoulder and to help each other than in matters of religion and education. I do not see how it will ever be possible to have efficient schools in the sparsely settled country districts, if separate schools for the two races are insisted upon. Fancy what the result would be if each of our country districts in the Northern States had to sustain two schools where they now sustain one.

The almost total lack of decent school houses in the country districts is another serious drawback to the work of general education. It was both amusing and pathetic to hear some of the members of the association relate their experiences in getting new houses built. How many of the teachers of our Northern schools would be willing, as a labor of love, to lead off in rousing a community to build a school house, and then to take an ax and lead off in the manual labor of its construction?

Yet it is such exhibitions of devotedness and *pluck* that awaken high hopes for the future of Southern schools.

E. C. H.

# ILLINOIS SCHOOL JOURNAL

A MONTHLY EDUCATIONAL MAGAZINE.

PRICE, IN ADVANCE,.....\$1.50 A YEAR.  
IN CLUBS OF FIVE,.....\$1.25 "

JOHN W. COOK, EDITOR and PROPRIETOR.

NORMAL, ILL., MAY, 1884.

Entered as second-class matter in the postoffice in Normal, Ill., for transmission through the mails.

The editorial in the April number, respecting the National Education Bill, seems to have helped matters materially. If we had supposed the matter could be settled so easily, it would have received earlier attention. Seventy millions is better than fifty, yet we are not happy.

We clip the following from a Chicago daily. Who *could* it have been?

"Did you lose this strap, mister?"

He was a small, ragged boy, with a clean, new school-strap in his hand, who asked this question behind Mr. P——, of Aurora, near the Union depot in this city, yesterday afternoon.

Mr. P—— glanced around to see if anybody was looking.

"Ah, thank you, my boy. Here's a quarter for your honesty," and he tucked the school-strap in his spacious overcoat pocket.

"It's a cold day when I get left," said Mr. P—— to himself, as he walked away, wondering who really had lost the strap.

"Dot was a goot sale," said the street-fakir, when the boy came back to buy another school strap for five cents.

Through the kindness of the publishers of *Science*, THE JOURNAL is able to present to its readers the face of the late Professor Arnold Guyot.

His name is familiar to the teachers of Illinois; the work that he did in raising geography to the rank of a science is not so generally known.

Contrast the dull, unmeaning jargon that we so cordially hated twenty years ago, and that was miscalled geography, with the vitalized facts of to-day, thrilling with interest for the young because recognized as the life history of this whirling home of ours in the vast field of space, and then thank Heaven for the gift of such a soul as Arnold Guyot.

The poet has beautifully said that the name of the gracious singer may soon be forgotten, but that the song is remembered forever. It is often so with the true scientist. He is essentially a giver. He pours his treasures into the lap of the world with a free hand, and cares for nothing but the survival of truth. The knowledge which he gives is soon so widely diffused among the masses that the discoverer is forgotten. But what cares he? He finds his own again in the richer life of the world. Arnold Guyot was a true scientist.

Our readers will not forget the National Association, to be held just beyond our gates. Paste the date and place in your hat—July 14-17, Madison, Wisconsin.

Our space will not permit a description of all the good things awaiting us. Among the host we note the annual meeting of the Froebel Institute, of N. A., of which W. N. Hailman, of La Porte, is president.

Papers are promised from James McAlister, of Philadelphia; Profs. Straight and Parker, of Normalville; Prof. John Ogden, of Washington; Miss Sarah A. Stewart, of Milwaukee; and Pres. Shepard, of Winona.

In addition, there will be an exhibit of kindergarten work, material, and appliances, at the capitol.

Here are some of the topics for discussion: National Illiteracy: Its Causes, Influence, and cure; Education in the Northwest; Woman's Work in Education; Principles Underlying a System of Elementary Schools; Methods in Teaching; Education of Indians; Language Teaching in Common Schools; The Part which Language Plays in a Liberal Education; Interest in Study, How Awakened; Methods of Election of State School Superintendents, and Their Relation to the State Government; Industrial Education in our Public Schools; Shop-work vs. School-work; A Course of Study in Industrial Drawing for Common Schools; How Deaf Mutes can be Educated in our Common Schools; Education in the South; Citizenship one of the Objects of the School; Methods and Value of County Supervision of Schools.

Superintendent Raab has now been in office about sixteen months. He has been an ununq-

ally industrious traveler, and has visited a little more than half of the counties of the State. He has addressed many institutes, and many teachers have, apparently, been agreeably surprised to learn that the gentleman who stands at the head of the public school system of Illinois is rarely fitted for the duties of his high office. Realizing that the teachers of the commonwealth are chiefly deficient in primary methods, he has devoted himself mainly to the discussion of the work of the foundation schools. His exercises are models of simplicity, thoroughness, logical arrangement, and suggestiveness.

He is found to be unusually familiar with the educational systems of ancient and modern times, and fully abreast of the most advanced ideas of the present. Withal, there is such an entire absence of ostentation, such evident skill as a teacher of children, such systematic preparation of his work, and so fine a grasp of the details of a high order of primary instruction, that many express surprise that he was not more generally known before his election.

The answer is at hand. He has been content to give himself, in his quiet, German way, to the study of educational principles, and to their practical elaboration in the schools of Belleville.

His fellow-townsmen are chiefly Germans, more or less familiar with the methods of the fatherland; and so his success has not excited surprise or unusual comment. He went quietly along and built up a system of schools that are not surpassed by anything in the State.

We are convinced that the State Department was never in better hands than it is at present.

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It should never be forgotten that the primary purpose of the schools is intellectual training; yet this is the very fact that seems in greatest peril. There is only one way to train a faculty, and that is to work it properly.

It is often said in commendation of a teacher, that he has the rare faculty of making work easy. Such remark betrays the common misapprehension of the law of growth. Easy exercises never made fumbling fingers fly over the octaves of the piano and touch the right keys with unerring precision. Every exercise

should put the pupil to the best there is in him.

The same law does not apply to the pupil in the school and to the craftsman at his daily work. The former is training faculties; the latter is producing material products. The success of the former is measured by the intellectual labor of the right kind that is expended upon his task; that of the latter by the quantity of the required product obtained from a given amount of effort.

The former must use his faculties freely,—abundantly; the latter must economize every stroke. The work of the former should never sink into mechanical routine; the nearer the latter approaches a machine in celerity and accuracy, the more valuable he is as a producer.

The best work is done when the impulse comes from within, as is seen upon the playground, or when the child is making something to answer his own demands; hence, he is the best teacher who best understands the child's nature and can most skilfully touch the secret springs of action, and then keep out of the way. Many teachers are so kind that they are of very little account. They are constantly interfering by hint or suggestion or explanation. They eat for the child and thus rob him of the only bread upon which he can live and grow.

The ingenious teacher employs a wealth of devices to interest and stimulate, but each device that is worth anything is simply a task, suited to the capacity of the child, and put in his way.

The unsuspecting pupil is exposed to influences that call forth his activity as naturally as light and warmth stir the hidden impulse in the clod, and make it a little world of activity and growth.

The highest form of the teacher's art is that which makes him unnecessary to his pupil at the earliest possible moment.

And what an art it is!

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The training of parents is a subject that has received more or less attention from time to time, but it has been left to Frank R. Stockton, in the *May Century* magazine, to give the theme that scientific treatment that it really merits. If any one doubts his ability, a reading of the article will remove his skepticism.

## BOOK TABLE.

**NATURAL PHILOSOPHY** for the Use of Schools and Academies. By J. A. Gillet and W. J. Rolfe. Potter, Ainsworth & Co., New York and Chicago.

The most striking feature of this book is the clearness and fulness of its discussions. It is not "milk, for babes," but meat, for students. It deals with physics as a science not inferior in dignity to any other. The opening statements in Chapter I, are models of precision and comprehensiveness, while throughout the book there is a *scientific grasp* that is especially gratifying.

Lack of space forbids any extended illustration, but it is characteristically shown in the first paragraph on p. 9; in paragraph 20, p. 11; paragraph 26, p. 17; and in the statement of Newton's Laws of Motion. This same vividness is shown in the discussion of Work. The treatment of Momentum, on p. 25, is the best that we have found in any text-book.

Section 86, p. 60, defines the pulley as a small grooved wheel. Later, in the same section, this error is corrected. The pulley is not a wheel, but a *cord*.

Physical conditions are often aptly illustrated, as on p. 83: "The condition of gas in a closed vessel has been likened to that of a swarm of bees in a closed room, when all the bees are flying at random in straight lines."

The book abounds in diagrams and illustrations, and is very rich in suggestive experiments. The most recent inventions, such as the phonograph, the telephone, the electric light, etc., are carefully explained. The theories of the most eminent physicists are given with considerable fulness, and there is everywhere evidence of especial preparation for their work on the part of the authors. If not in the hands of the pupils for class use it should be accessible to teacher and pupils, as it will supplement the meagre text of many books in common use.

No teacher of physics in our village high schools can do what he should without many books on the subject, and we have no hesitation in saying that this should be among them.

**READINGS AND RECITATIONS**, No. 1. A choice selection of Poetical and Prose Recitations for schools. J. B. Ryan, Lyons, Ill. 1884.

The practice of devoting a part of Friday afternoons to literary exercises has become so common that there is a strong demand for suitable selections for such a purpose. In obedience to this demand a number of books has appeared, many of which are exceedingly helpful. This volume has been prepared with this object in view. It contains about eighty selections, and is sold for the very reasonable price of twenty-five cents.

Among the selections we note Whittier's "In School Days," "The Last Hymn," "Why Should the Spirit of Mortal be Proud?" "Spelling Down," Taylor's "Song of the Camp," Bryant's "Waiting by the Gate," "The Polish Boy," "Poor Little Joe," "A Tribute to Our Hero Dead," by H. W. Beecher; "Curfew Must Not Ring To-night," Schiller's "The Diver," Hood's "Lost Heir," and many others, similar in character. Humor is well represented, while the serious, the patriotic, the pathetic, are not omitted. Any one who is obliged to furnish material for elocutionary exercises will find a good stock judiciously chosen between the covers of this little volume.

The author of the above has prepared a neat report card, and also a monthly schedule, which gives the summing of the attendance for a month. This schedule is in marked contrast with the large sheet in common use.

**YE PEDAGOGUE'S HISTORICAL MOTTOES**, by the author of "How to Study U. S. History." A. Flanagan, Chicago.

There are six of these mottoes. They are: "I Will Try," Col. Miller; "Don't Give Up the Ship," Capt. Lawrence; "We Have Met the Enemy and They are Ours," Com. Perry; "I will Give You Independence Forever," John Adams; "With Malice Toward None and Charity for All," President Lincoln; and "I will do it, Sir," Capt. May.

It is easy to see how these mottoes may be used with great advantage by an earnest teacher. The price is forty cents a set.

## THE MAGAZINES.

The article in the *ATLANTIC* that will be read with most interest by teachers is the *Anatomizing of Shakespeare*, by Richard Grant White. It is an ample return for the cost of the number.

The *CENTURY* is especially rich in illustration. In addition to the interest which he will share with the general reader, the teacher will be especially interested in *The Salem of Hawthorne*, by Julian Hawthorne; on *the Training of Parents*, by Frank R. Stockton; *National Aid to Education*, by J. Allen Holt.

The *POPULAR SCIENCE MONTHLY* is one of the periodicals which the teacher cannot well spare. In the May number, *The Beaver and His Work*, *The Milk in the Coconut*, *How Flies Hang On*, *Where Did Life Begin?* Was he an Idiot? will attract the attention of the teacher. An *Experiment in Prohibition* is a suggestive article, and will probably call out some vigorous replies.

## ILLINOIS NORMAL.

Prison base is the chief diversion on pleasant evenings this term.

As will be seen on another page, President Hewett has been south. Edwin Rishel, of Selma, was the prime mover in inducing him to make the pilgrimage.

Things are moving on toward Commencement. The seniors had their "theme days" the 17th and 18th. Section C prepared a reception for them on their return. The exercises were arranged for the campus, but the villainous weather prevented an out-door meeting, hence they were held in the hall. The following program was presented: 1. March. Section C, headed by Drum-Major Reed Kennedy; 2. Short address, Malvina Hodgman, President of section C; 3. Short address, Mary Hall, President of section A; 4. The following song, prepared for the occasion:

TUNE, "AMERICA."

1. O Seniors, 'tis of thee,  
Fountain of jollity  
Of thee we sing.  
Let streams of friendship glide,  
Send forth a joyous tide;  
O'er campus far and wide  
Let music ring.



2. O noble Section, thee,  
Thou art so wise and free,  
Thy name we praise.  
Thy chieftain we revere,  
Thy members all we cheer,  
And we assembled here  
Our voices raise.

3. O happy "Section A,"  
Nearing Commencement Day,  
Receive our song.  
Teachers are in your band,  
There poets, statesmen stand.  
And woman's heart and hand  
Shall lead the throng.

6. Speech, Lyon Karr; 7. Address, Helen Dewey; 8. The following song, prepared for the occasion:

TUNE, "YANKEE DOODLE."

1. O, you're as learned a set of folks  
As ever went to Normal;  
You entered, and you'll soon come out  
With speeches grave and formal.

CHORUS.

A teacher's life's the life for you,  
A teacher's life you'll follow  
Until the ample heads you'll fill,  
Which nature fashioned hollow.

2. You've studied all the studies through,  
You've made at least a "seven;"  
Another feather in your wing  
Will bear you right to Heaven.

CHORUS—

3. We long to reach the heights you've climbed,  
And hope goes on before us;  
And now with great respect to you,  
We sing this joyful chorus.

CHORUS—

9. Speech, O. J. Milliken; 10. Address, Prof. Stetson.  
At the conclusion of the regular program speeches were called for from others present, but it seemed so apparent that the regular arrangement could not be improved upon that no one ventured to respond. The occasion was an exceedingly happy one.

#### SOUTHERN ILLINOIS NORMAL NOTES.

The new catalogue will be out in a few weeks.

Prof. Brownlee was in attendance as a delegate at the late convention at Peoria.

Misses Sheppard, McAnally and Krysher, former graduates of the normal, are in this term as special students.

The newly appointed trustee, Hon. Robt. D. Adams, of Fairfield, visited the school a short time since.

The nucleus of the new museum has been materially enlarged recently by a liberal contribution from the State Laboratory,—through the kindness of Prof. Forbes.

On April 4 the Zetetic Society held an open meeting in the normal hall, having a "Scotch-Irish Program." This was the first entertainment held in the new building, and was well received.

H. A. Stewart, of '82, John Marten and D. B. Fager, of '83, visited their Alma Mater a few days since. Messrs. Marten and Fager have returned to the places where they spent the winter in teaching, to conduct a summer school.

Many of the classes are very large, which requires much care and discipline to move to and fro in an orderly way. Notwithstanding the many inconveniences attending smaller rooms, halls, and assembly hall, the students have shown, by the first examination of this term, that their efforts are followed by very gratifying results.

The following papers have been read at recent meetings of the faculty: "Natural History in the Training

Department," Prof. French; "Shams," Miss Buck; "The Writers of American History," Miss Filey; "A Business Hand," Miss Raymond; "Grading School Work," Prof. Inglis; "Making School Work a Pleasure," Miss Sowers; "The Science of Geography," Miss Green.

The graduating class for '84 will be larger than ever before. According to the present outlook, the number will be sixteen. Much concern is exhibited on their part as to the place of holding the commencement exercises. The matter has not been decided yet. Governor Hamilton has accepted the invitation from the faculty to deliver the annual address. The class has secured the services of the Cairo Band, and are making other preparations for commencement.

But few deaths have occurred among the students of the Southern Normal during its ten years of existence, hence the death of Miss Emma C. Shime, on March 26, of typhoid fever, cast an unusual gloom over the school. Although she had been very sick no one thought her dangerously so, until a short time before her death. Miss Annie Shime accompanied the remains of her sister to her home near Carlyle. Miss Annie will not return during this term. Miss Emma was beloved by all who knew her, and her death is keenly felt by her teachers and associates.

The thirtieth term of the university opened on March 24, with a large enrollment. This has been increased until the number now reached is 309. In examining the registrar's list this interesting fact is noticeable—many are here for the first time. The attendance of those who began the year with the purpose of remaining the entire time can be easily explained, and the return of those who had been in attendance heretofore, who had formed pleasant associations can also be understood, but the attendance of those who were not drawn here by such associations can be accounted for only on the reputation of the school.

#### STATE NEWS.

S. Y. Gillan, of Danville, will work in five counties this summer. If Brother Gillan doesn't manage to kill himself by over work he will have an acquaintance and reputation second to no one in the state.

The College of Commerce, Bloomington, Ill., announces a summer term of six weeks, to begin June 23. The work will be confined to shorthand, penmanship, and book-keeping.

Professor Cross, the Dean of the College, is widely known as the author of the Eclectic system of shorthand, and as a teacher of unusual skill.

The demand for shorthand writers has increased so rapidly since the invention of the type writer, that schools which make a specialty of this branch are well patronized.

Book-keeping should receive systematic attention in our schools, while penmanship is shamefully neglected, simply because many teachers do not feel equal to the task of teaching it well.

We hope to see Prof. Cross' rooms filled this summer with earnest, wide-awake pupils. The very numerous testimonials which he has received from business men who have employed his pupils, leave no room for doubting the excellence of his system, and the thoroughness of his instruction.

Prof. James C. Burns has resigned his position as principal of Washington Academy, Iowa. This unexpected step became necessary to enable him to go east and settle up an estate in which he is interested to a considerable amount, and which is now in litigation. He will have his business settled in time to take a school in September. School Boards wanting a first-class high school principal, or general superintendent, should confer with him at once. It is not often that such a man is available.

Mr. Burns is a classical graduate of Monmouth College, holds a State certificate in Illinois, and has had

about ten years' practical experience in teaching high schools and academies. Besides being a thorough scholar, a hard-working, wide-awake, and progressive teacher, he is a dignified Christian gentleman whose influence in a school and community is very powerful for good. \* \*

East Illinois College, located at Danville, Ill., is in need of good buildings. Salina, Kansas, has agreed to furnish all needed accommodations, and is now erecting a large, commodious building, with 55 rooms for that college. It will be ample for the accommodation of 600 students.

Accordingly, it is announced that East Illinois College, with its faculty and some students, its library, musical instruments, and increased apparatus, will move to Salina, Kansas, in August, and open its fall session September 2, 1884. This is a good change for East Illinois College, and its future is certainly bright.

Through the kindness of the State Department we are enabled to present the following facts for the year ending July 1, 1883: "There are 1,046,936 persons of school age,—an increase of about 9,000 over the preceding year; 64 districts had no school; 100 had less than 110 days; 11,338 had 110 days or more. There were 1,166 graded schools, including high schools, and 10,814 ungraded schools. The graded schools averaged a little over 8.5 months, and the ungraded about 7 months. The enrollment in graded schools was 311,118 an increase of about 15,000 over 1882; in ungraded schools the enrollment was 406,267, showing an increase of over 11,000. The total enrollment was 717,385, and the average daily attendance 461,817. The graded schools employed 5,847 teachers, 1,127 of whom were males. The ungraded schools employed 16,700 teachers, 6,613 of whom were males. The average pupil attended about 100 days, an increase of 5 days over '82. There are 151 high schools, enrolling 11,200 pupils, and 12,000 school houses, 379 of which are built of logs. 731 private schools, taught by 1,754 teachers, enrolled 69,272 pupils. The highest monthly salary paid any male teacher was \$270, an increase of \$20 over '82. The highest paid any female teacher was \$190, an increase of \$70 over '82. The lowest salaries were respectively \$13 and \$12. The average salaries were \$49 and \$39. The whole amount paid teachers was \$5,312,245, an increase of over \$320,000 over '82. The total district levy was \$6,692,972, an increase of over \$600,000!

The school property is worth about \$20,000,000, the libraries about \$97,000, and apparatus \$228,000. The total bonded indebtedness was \$3,614,878.73.

The total expenditures were \$3,897,754.05, an increase of \$850,000 over '82, over \$300,000 of which went to teachers.

#### BOND COUNTY.

The Bond County Teachers' Association held their quarterly meeting in the High-school room in Greenville, on Saturday, April 5th, with a full program, and an attendance of fifty-two teachers and nearly as many visitors and school officers. This was by far the largest attendance we have had, and much greater interest was manifested in the work of the association than has been before shown. School matters in Bond county are certainly looking up.

The first on the program was, "Should the State take charge of the Public Schools, appoint teachers, fix salaries, and appoint an inspector to annually examine the schools?"

The discussion was opened by the Rev. J. G. Wright, who, having been a teacher for several years, takes as much interest in school work as the best of us. He was followed by Professors Creswick, of the Mulberry Grove schools, and Powell, of the Pocahontas schools, all taking strong grounds in favor of the proposition. Indeed, the prevailing opinion with teachers here is, that our school law is greatly deficient and poorly enforced.

Physical Geography was presented by Prof. Powell, and his method of taking descriptive and physical in connection, finely illustrated.

After dinner Supt. Reed took the class through a drill in reading, bringing out prominently the points of accent, emphasis, and inflection, showing the absolute necessity of the observance of them; that a failure so to do might change not only the meaning and etymology of the word, but also the whole meaning of the writer.

Following this were to have been two companion essays: "How to manage Refractory Children," by Miss Rose Ingliss, of the Greenville schools, and, "How to Manage their Parents," by Miss Anna E. Chapron, of the Pocahontas schools. Owing to sickness the first was not prepared, but the second fully met the highly-raised expectations of the teachers. Miss Chapron is one of our most successful teachers, and she treated the subject from a standpoint of one who knows what she is talking about.

This was followed by a general discussion of the foregoing topics, in which many of the teachers took an active part.

Besides the County association, which meets once a quarter, we have three local associations, meeting every month, which are awakening an interest among the school officers of the county. Our winter schools have closed, and generally have given good satisfaction.

In one respect this county is improving greatly. There is a growing practice of hiring the teachers for eight months, instead of five or six, as has been the custom heretofore. This secures the same teacher for at least one school year, which is a long step in the right direction.

Our Institute will commence on July 28, and continue four weeks, and will be conducted on the normal, and not on the lecture plan.

Taking our schools together I can safely say that we have had a successful year's work in the schools of Bond county.

P. C. R.

#### WINNEBAGO COUNTY.

Superintendent Kinnie, assisted by Professors Silsby and Barbour, and others, has held teachers' meetings in Winnebago county the past winter at Rockton, Winnebago, Durand, Roscoe, Cherry Valley, and Pecatonica. The interest and attendance on the part of the teachers has been good.

As the results of the efforts of Prof. Barbour, superintendent of the South Rockford schools, and of the county superintendent, Winnebago county will be able, next September, to award premiums for the best work done during the year, by pupils in the county, to a larger amount than usual,—about \$300.

#### HENRY COUNTY.

The annual County Institute convened at Cambridge, March 24, and continued in session five days. It was a Simon-pure Institute, no attempt being made to give instruction in the branches required in the schools. The time was devoted to the discussion of principles and the methods of instruction and government, and to talks for the purpose of inspiring teachers to a more enthusiastic devotion to their work. Superintendent Rosseter opened the sessions with an address. Exercises were presented by H. S. Comstock, of Colona; Chas. Riley, of Geneseo; D. R. Michener, of Orion; Col. McClenahan, of Galva; Miss S. A. Folsom, of Weathersfield; F. A. Hyde, of Cambridge; A. L. Atwood, of Woodhull; Prof. Stevens, of Geneseo; G. J. Stutts, of Annawan; J. Williams, of Kewanee; State Supt. Raab; Prof. W. J. Cook, of the Northwestern Normal; J. W. Cook, of the State Normal, at Normal, and others. Supt. Raab also gave an evening lecture.

The attendance was very large, and everybody seemed thoroughly in earnest. As usual, the ladies were in a decided majority, although they did but little of the talking—in public.

D. R. Michener was unanimously voted the funny man of the convention. For some unaccountable reason a cruel fate has removed the capillary substance from the summit of Bro. Michener's cranium. The sympathies of the teachers were aroused by this fact, and a group of generous friends presented him a wig of ample dimen-

sions. Mr. M. responded in a manner which demonstrated his appreciation of their generosity.

It has rarely been the pleasure of the writer to meet a more intelligent and enthusiastic body of teachers.

Henry county has a large number of graded schools, and the Northwestern Normal, at Geneseo, is doing a good deal for the educational interests of the county.

There will be no "summer drill," but Profs. Cook and Stevens will hold a special term of six weeks, for the accommodation of such as wish academic instruction.

#### M'DONOUGH COUNTY.

County Supt. T. J. Dudman has been appointed by Supt. Raab to hold the examination for State Certificates some time in August, at Bushnell, Ill.

The Macomb Normal will open its fifth annual normal term for teachers on July 7, and continue six weeks. Prof. Andrews, of Galesburg, has been engaged for this term, and the prospects are favorable for a very large attendance.

Several teachers from this county will attend the State Normal next year.

The teachers of this county are awake on the temperance question and assisted the people of Macomb on the 15th, in putting down license by 191 majority.

Teachers are reading more books in their line than ever before, which points favorably towards success.

The *Normal Criterion*, published by M. Kennedy, has a local circulation of over one thousand.

#### GRUNDY COUNTY.

Institutes were held at different points in the county every week for two months, during the past winter.

An effort is being made to enforce the compulsory education law throughout the county.

As elsewhere, the frequent changing of teachers injures the district schools.

Some of the schools in the county were closed for several weeks during the winter, on account of diphtheria.

District teachers, who attempted to substitute written for oral spelling, met with decided opposition from the patrons.

The last institute of the year convened at Normal hall, Saturday, Feb. 9, at 10 o'clock, A. M. Col. F. W. Parker, of Englewood, Mr. W. B. Powell, of Aurora, and Mr. Joseph Carter, of Peru, were the prominent speakers. Col. Parker lectured in the Congregational church in the evening.

At the last meeting of the board of supervisors, O. N. Carter, county superintendent, tendered his resignation. Stillman E. Massey was appointed to finish the term.

Early in February Miss Lena M. Regan, formerly a teacher in the Morris schools, was married to Mr. Daniel Hunter, of Frankfort, Ill.

#### EDWARDS COUNTY.

We are trying to talk up an academy at Albion.

The Teachers' Association convenes monthly. At each meeting we have for consideration some poetical subject selected from the best poets. This is proving a good feature, for it encourages the reading and study of higher literature. Our first topic was "Masque of Pandora"; our next will be "Evangeline." Southern pedagogues are not wise in poetical lore. Something like the above is necessary to induce study in this direction.

Edwards county, once so large, is now so small that we labor under disadvantages in school matters. Most of our teachers are from neighboring counties,--from

Wabash, four miles east, from Wayne, seven miles west, from White, ten miles south, and from Richland, thirteen and one-half miles north. These instructors teach in this county one year, and then in their own the following year. The consequence is that the superintendent does not know whom to claim as his teachers, when teachers' institutes are under consideration. Each county will claim its own teachers. This leaves Edwards with less than thirty resident teachers; a small number to attend the institute when you keep in mind the fact that there are those who cannot attend, and some who are "established." Edwards, under its present jurisdiction never had a college or academy.

L. H.

#### VERMILION COUNTY.

W. H. Chamberlain has resigned his position as principal of the Rossville schools, an invitation to come up higher having been extended to him from another county. Vermilion thus loses an earnest and efficient worker.

Twenty per cent of the graduating class of the Danville High school is a boy--a fact worthy of notice, because he is the first for several years. During the current year, however, the relative number of boys to the enrollment has been much larger than ever before, so far back as the records are preserved.

The county teachers' institute will be held in Danville four weeks, beginning July 14. More attention than heretofore will be devoted to the methods of teaching, but classes will be organized for review work in most of the school studies.

The teachers throughout the county are now wide awake to the importance and advantage of institutes and associations. At the last meeting of the county teachers' association the attendance was about ninety. This increased interest is due in a large measure to the energetic work done by Superintendent Benedict, in the township institutes, which he was authorized to hold during the past winter. Another evidence of the same thing is the fact that now many townships maintain regular monthly teachers' meetings, or local institutes.

#### M'HENRY COUNTY.

This county maintains a very efficient teachers' association, which numbers among its members all the live, wide-awake, *real* teachers of the county. During the past winter the monthly meetings have been held in various parts of the county for the purpose of arousing a greater interest in educational work. The next meeting will be held at McHenry on April 19th. From our personal acquaintance with Principal J. A. Sheldon, of McHenry, who is also a member of the Executive committee, we confidently predict an interesting meeting.

The school at Hebron, under the supervision of County Superintendent Henry R. Baldwin, has enjoyed an unusual degree of prosperity during the past year. Mr. B. has shown a rare faculty in inducing the patrons to take an active interest in school matters. Much as it gratifies us to note his success as an educator, still we deplore the short-sightedness of our county board in refusing to make provision whereby our Superintendent would be enabled to devote his entire time to the supervision of the schools throughout the county.

Wm. Wire, of Greenwood, has been re-engaged for the coming school year. This speaks well for both parties.

Patrons of the school at Huntley speak in the highest terms of praise of their principal, A. J. Kingman, as well as of his daughter and first assistant, Miss Edith Kingman.

As a special election for county Superintendent occurs this year, it is somewhat amusing to notice the zeal of several would-be-candidates, in (following the example of our presidential aspirants) suppressing everything in the nature of a boom. No one can predict with any cer-

tainty what the result will be, but some six or eight lightning rods are being erected.

The new school house is now occupied by the Union district of Nunda and Crystal Lake. We have been unable to secure any further information concerning it.

#### ADAMS COUNTY.

Miss Lizzie Wallace, a graduate of Clayton High School, class of '83, has commenced her first school.

Supt. Jimison has visited quite, or nearly all the schools in the county. He knows just what has been done by each teacher.

There will not be so much shifting about for schools this year, as heretofore, by the teachers in the country schools.

Prof. Shannon, of Payson, is having good work done this year.

The Normal Institute will begin July 14th. It will be held in Clayton High School. The instructors are, Prof. Anderson, of Clayton, and Prof. Gray, of Coatsburg.

Commencement exercises of the Clayton High School will occur May 23. Hon. Henry Raab has kindly consented to be present on that occasion, and will address the people on a live educational topic. There will be seven graduates this year.

#### WARREN COUNTY.

The spring schools here were very irregular in commencing. Directors and teachers were both neglectful—the former in procuring teachers, and the latter in regard to certificates, each waiting until the last moment.

Prof. S. Y. Gillan, Principal of the High School at Danville, Ill., is expected to conduct a summer normal at Monmouth, this summer. The arrangement for assistants and time of normal are not yet complete.

In looking up statistics of the last ten years in Warren County, for a Monmouth directory, it was found that, while there has been a decrease in the enrollment, there has been a marked improvement in the ratio of attendance to enrollment.

The number of lady teachers has increased, and of gentlemen teachers has diminished.

The number of different teachers employed in 1883 was less than in 1873. This is a hopeful sign, as it shows that Boards are employing teachers for a greater length of time.

The girls have been more largely in attendance than the boys during 1883. In 1873 there were few, if any, schools supplied with library and apparatus. In 1883 the value of libraries was \$577., and apparatus, \$1,127. The school property in 1883 was valued at \$112,050.00. There has been an equalization of wages between lady and gentlemen teachers. In 1873 the highest wages to male teachers was \$90.; to female teachers, \$70.; in 1883, to male teachers, \$70.; to female teachers, \$75.

The reports for 1884 will likely show a larger number of male teachers, as more have been employed during last winter than for some time back.

The township teachers' conventions are not so well attended since spring opened.

Prof. J. W. Sloss, formerly in the academy at Morning Sun, Iowa, has taken charge of Cedar Creek School. Prof. J. E. Johnson, formerly in charge, is principal of the Cameron school.

#### DE KALB COUNTY.

As we are among your readers, and enrolled as one of the teachers of DeKalb county, and failing to have seen any communication in your valuable journal, concerning this county and its schools, we thought to furnish you with a brief epitome in relation to them.

We are pleased to state that, under the very able and efficient superintendence of our present incumbent, Prof. George I. Talbot, our schools have been much improved

by having a better grade of teachers, who are manifesting the importance of their profession by attending the teachers' meetings. And not only are the schoolmasters and "schoolmarms" becoming interested, but the patrons as well, which is the greatest desideratum to be sought.

Our county being of an oblong shape, and no railroad communication from north to south, renders it very inconvenient for central meetings.

Most of the schools in the rural districts have closed, or are about closing, the roads being almost impassable from the recent rains. W. F. W.

#### EDGAR COUNTY.

Spring vacation ended. Ye pedagogues resume their wonted toil.

Prof. Stark, who has filled with marked success the principalship of Vermilion schools, for two years, has gone to Texas, where he will engage in the practice of law.

Mr. Horning, of Inclose, has retired temporarily from the school work, and has accepted an agency from the publishers of the "Raub Series" of text books.

Mr. E. R. Carrico, of Palermo, will retire temporarily from school work at the close of his summer term, and spend a season among the Rocky Mountains, for his health.

Several of our schools will be unoccupied the coming summer, and, in most of the country districts especially, there are changes for the sake of economy (?). Usually young girls or boys who have never taught before are selected for the emergency, as such can be had for much less wages, and the children are small and do not require "high larnen," as one director expresses it. And thus most of our children are started, and the skillful teacher, when he does happen along, has up-hill work of it.

The idea that "any one can teach beginners" can hardly be erased from the minds of many of our parents, and the failure is often attributed to the good teacher, instead of where it rightfully belongs, as the rubbish must be cleaned away and errors unlearned, and thus the progress must be slow; for this he is often censured, as parents do not know he is doing the work of his predecessor.

Another evil of the summer change is that the teacher has scarcely become acquainted with her pupils and established her methods (as this is usually a very short term), when she must give way for another, as she is thought to be incapable of conducting the fall and winter terms.

The good work of educational progress is still going on. Teachers' meetings are regularly held in each of the several districts of the county, and unabated interest is still manifested; the latest methods are being thoroughly overhauled and discussed, and plans of school work are being laid for the coming year.

It is thought that before the beginning of the fall term our county superintendent will have his course of study arranged, and "Manual" revised and ready for operation.

Our county at present is divided into three grand districts.—Northeastern, Northwestern, and Southern. The Northeastern is presided over by Horace Russel, principal of the Scot Land schools; the Northwestern, by Jan Kerrick, principal of Hume schools; and the Southern by Mr. Murray, principal of the Kansas schools. The last named is subdivided into the Nevens and Kansas districts. In each of these meetings are held monthly, and consequently nearly every Saturday is occupied by a teachers' meeting somewhere in the county.

In speaking of the Kansas schools in my last, I omitted to mention Miss Kester, of the First Primary, who has few superiors as a primary teacher, and perhaps performs her part as well as either of the other teachers. Perhaps I did wrong in using personalitie

since time and space did not permit me to make mention of them all.

I failed also to make mention of Prof. J. Hurty, A. M., principal of the Edgar County Collegiate Institute, Paris, Ill. He is the oldest and one of the best teachers in Edgar county. Having acquired an enviable reputation, as superintendent of the Paris and neighboring city schools for many years, he withdrew from the public schools some ten or twelve years ago, and opened his "Institute", which has been in successful operation ever since.

J. F.

## SHELBY COUNTY.

[Supt. Marshutz makes it a point to test teachers on current events. In his last examination, the following were among the topics: "Who is Francois Jules P. Grevy?" "Has anything worthy of note occurred in Java within a year?" "Can you say any thing of Ischia?" "What is the palace of the Pope called?" Also a question respecting presidential elections.—[Ed.]

All quiet along the Kaskaskia to-night,

Where *some* teachers are quietly sleeping,

Their rest undisturbed by superintendent's demands,

While others are waking and weeping.

A pitying groan from some district is heard,

Coming up through lone forest and meadow,

For those sad ones who found but a short time ago,

"Current Events" casting them in the shadow.

There's only a low muttered word now and then,

From some uneasy mortal unresting,

Who dreams as he wakes, and wakes as he dreams,

Of that topic so teasingly testing.

"Was it gravy of turkey, or Grevy of France?

Sure, good coffee is found now in Java.

Pray tell me, is Ischia person or thing?

Somehow I connect it with lava."

And the dreamer dreams on: "Alexander's the Pope,

His 'Essay' I've read with much pleasure;

The See that is holy is one full of holes,

No doubt holding bushels of treasure.

U. S. Constitution! Mine has been quite good;

Just now, though, I fear it is failing.

I yield to the pressure of "Current Events"—

My efforts have proved unavailing."

All quiet along the Kaskaskia to-night,

The somniloquy is finally over.

Rest comes with a new and determined resolve;

The teacher's off duty forever.

C. H.

## CUMBERLAND COUNTY.

The Neoga schools, after a two weeks vacation, are running smoothly.

Every one says "Lots of good sense in the 'Evolution of Dodd.'" Give us another as good.

There will be a county teachers institute held in Toledo May 4. A good attendance is expected.

There will be a county normal institute held in Toledo, commencing July 14, and continuing five weeks.

At the examination in Neoga, held in March, by Supt. Miller, nine of the twenty-one applicants received certificates.

Many of the directors in the rural districts are beginning to realize the fact that a good teacher is worth keeping. Therefore they retain the good worker.

G. W. M.

## STEPHENSON COUNTY.

Many of the spring schools have begun.

Principal Thos. Hunter, of Winslow, reports that he obliged to dismiss school on account of scarlet fever.

John Aigley, one of our county's most promising young men, commenced his first term of school last week.

Edward Merrick, of the Grammar department, is making his first year's work in graded schools a pronounced success.

The school census of Lena was taken last week, preparatory to enforcing the State law in regard to compulsory attendance.

M. O. Naramore, assistant in Lena High School, spent his vacation last week in Indianapolis, Ind., visiting the scenes of his college days.

Those acquainted with the Rock City patrons hear most favorable reports of the schools in that village, which are under the efficient management of Principal E. O. Stiver.

The Northern Illinois Teachers' Association will meet at Dixon, Saturday, April 23. C. C. Snyder, superintendent of the Freeport schools, will deliver an address on "What is Our Aim?"

County Superintendent A. A. Krape is doing very commendable work in advancing the standard of scholarship for teaching in this county, by demanding better work from applicants. He is much interested in the work the county superintendents of the State are doing. He will introduce a regular course of study next year in the ungraded schools.

SCRIPTOR.

## SPRINGFIELD.

At the April meeting of the Board of Education Supt. Feitshans, "in order to encourage scholarly attainments and professional skill among the teachers of the city public schools", presented the following resolutions, which were adopted by the board:

*Resolved:* I. That the Board of Education establish a course of study comprising three departments, designated C, B, and A respectively, consisting of the following branches:

C. Reading, Orthography, English Language and Grammar, Arithmetic, Geography, U. S. History, Physiology and Hygiene, Natural History, Botany, Penmanship, Drawing.

B. Mental Science, Pedagogics, History of Education, Civil Government, Physical Geography, Natural Philosophy, General History, Rhetoric, English Literature

A. Moral Science, School Law, Political Economy, Book Keeping, Algebra, Geometry, Chemistry, Geology, Astronomy.

II. That not only the subject matter but also the principles and methods of teaching each branch shall be an essential part of the course.

III. That all teachers who shall pass a satisfactory examination, oral and written, in the branches prescribed in the above course, and who shall furnish satisfactory evidence of successful experience in teaching and discipline, shall receive certificates of qualification designated C, B, and A, according to the work completed. The former shall be determined by an Examining Committee, consisting of the Superintendent, Principal of High School, one High School Assistant, and two Principals of District Schools; the latter shall be determined by a unanimous vote of the Board of Education upon the recommendation of the Principal of the school, and the Superintendent.

IV. That certificates of qualification shall be granted only in the order of the course of study, and that a successful experience of at least one year shall be necessary to obtain a C certificate, and three years to obtain a B certificate.

V. That each of the above grades of certificates shall be permanent certificates, *provided*, that each year thereafter the experience in teaching and discipline shall be certified to, as required in Section III., and also, that at least two branches taught in the schools shall be reviewed satisfactorily, and a record of the same kept in the Superintendent's office.

VI. That in order to enable the teachers at present employed in the schools to comply profitably with the foregoing regulations, they shall be required to complete

yearly four of the branches of the prescribed course of study. The work of preparation shall be done at the regular Teachers' Institutes.

VII. That the Board of Education grant temporary certificates of qualification to all teachers at present in its employ, who shall have the experience in teaching and discipline required in Section III. Said certificate shall be valid for not more than two years.

VIII. That hereafter no person shall be appointed as teacher in the Public Schools who does not hold a C, B, or A certificate. Applicants for positions as teachers in the High School shall also be examined in any additional branches they may be required to teach.

IX. That all candidates for certificates shall be at least 18 years of age, and present satisfactory evidence of good moral character and successful experience in teaching, which shall be duly considered in fixing their salaries the first year. State and Normal School diplomas shall receive due credit.

X. That the regular examination of candidates for certificates shall be held yearly, during the spring vacation of schools, commencing on Tuesday of the first week.

XI. That the text-books on Mental Science, Pedagogy, and History of Education shall be selected by the Superintendent, and shall be the basis for examination.

#### SEMI-ANNUAL MEETING OF THE SANGAMON COUNTY TEACHERS' ASSOCIATION.

In accordance with the action of the Executive Committee the teachers met at 9 o'clock, on Friday, the 28th of March. Supt. A. J. Smith occupied the chair, and W. T. B. Dodd was elected secretary.

The session was opened with an address by Superintendent Smith. His effort tended to unite, with a stronger tie, the good feeling already existing among the teachers.

The first subject was rendered by Prof. F. R. Feitshans,—"How to Stimulate the Observing Powers of Pupils." Matter has several universal properties, and many specific ones. The five senses are so situated that they converge their products to one point in man—the mind. In this is the grand fundamental reason why they are given for the grandest of purposes. They must be cultivated. All the senses and conditions of physical nature leave their respective positions, and coming in through these five gateways, go up to the monarch. The great world becomes a little world. It is photography of the highest kind. From these precepts the human mind begins building.

"Have children watch by all their senses, on the way to school. Get sixty geometrical figures, charts of all colors, textile fabrics, flowers and leaves. Name parts of a bird; name qualities. Have the thing before the child to teach quality."

The talk was listened to with much interest.

"The Old and New Teaching" was the subject of an able address by J. J. Crowder. What is called "New" is a new application of old principles. A short history of these principles was given, after which Mr. Crowder gave comparisons of the teaching done by live teachers now and that of ten and twenty years ago. The discussion of this subject was led by W. W. Burt.

The next subject was that of "Enthusiasm in Teaching," and was opened by D. E. Ambrose. The subject called forth some earnest talks.

The first subject of the afternoon was, "The Difficulty of Grading Country Schools" and was rendered by Mr. John Trainer, Superintendent of Macon County. He gave the system of grading as established in Macon County. He afterwards placed himself in position to be questioned upon the subject, and answered the questions satisfactorily.

Mr. Clay Wilson discussed "The Bright Side of Our Profession." He received many compliments on the good language and excellent manner displayed in his production.

"How to Create an Interest in Good Reading" was an interesting subject, and was given by Mr. Bartholf in an interesting manner. "The world is a store-house.

There is one key with which to unlock it, and that is reading. There is a need of more supplementary reading." Good ideas were expressed in regard to forming a library.

"School Punishments" was the subject on which Mr. W. T. B. Dodd gave his best thoughts. Several teachers were desirous of expressing opinions differing from his, but owing to a lack of time the opportunity was not given.

The business meeting was held on Saturday morning, after which Hon. Henry Raab gave a ninety-minute talk on "Primary Reading." His talk was listened to by an attentive body of teachers and school patrons. The plans set forth were more in accordance with the growth of the child's mind than anything we have had the pleasure of hearing. Had there been no other subject rendered than this one, the association would have been well repaid in holding the meeting.

After Mr. Rabb's talk came the Directors' Program: a. "The Mutual Relations Between Directors, Superintendents, and Teachers," by A. J. Smith. b. "Directors in the School-room; Their Visitation and Inspection," by Jas. A. Kennedy.

On account of the bad condition of the roads, but few directors were in attendance. There were many good things on these subjects.

There was sufficient music, both vocal and instrumental, interspersed to add to the interest of the program.

All persons interested in our schools feel that a decided advancement has been made during the past winter. The introduction of the graded system required a considerable nerve, but we feel that it is no longer an experiment. It is of decided worth to the schools of Sangamon county.

A very fine exhibit was made on the tables of the Association, of school work. There was work from all grades. Some teachers presented the examinations of each month. The work told its own story, and it was a good one.

W. J. S.

#### PARTIAL LIST OF SUMMER INSTITUTES.

Bond, Greenville; July 28, and continuing four weeks.

Conducted by Prof. A. K. Carmichael, assisted by Prof. Jas. Slade and others. P. C. Reed, Co. Supt.

Carroll, Mt. Carroll; August 25, and continuing one week. Conducted by Geo. C. Mastin, assisted by three instructors. Geo. C. Mastin, Co. Supt.

Cass, Virginia; July 7, and continuing four weeks. Conducted by A. L. Anderson, assisted by Prof. A. C. Butler. A. L. Anderson, Co. Supt.

Christian, Taylorville; July 14, and continuing two weeks. Conducted by Prof. Carter, of Peru, assisted by three others. Francis W. Boyd, Co. Supt.

Coles, Charleston; July 7, and continuing one week at least. Conducted by T. J. Lee, assisted by various others. T. J. Lee, Co. Supt.

DeKalb, ———; July 21, and continuing ——— weeks. Conducted by G. I. Talbot, assisted by A. B. Blanchard, Flora Pennell, Sarah Brooks, etc. G. I. Talbot, Co. Supt.

DuPage, Wheaton; July 28, and continuing one week. Conducted by Prof. Jona Piper. J. K. Rasweiler, Co. Supt.

Edgar, Paris; July 14, and continuing seven weeks (special term six weeks; institute one week at close). Conducted by Jos. Carter and A. Harvey, assisted by Mrs. Jos. Carter, Miss Lillie Harvey, and D. T. Stewart. D. T. Stewart, Co. Supt.

Edwards, Albion; June 23, and continuing one week. Conducted by Prof. John Martin, assisted by Levinus Harris. Levinus Harris, Co. Supt.

Fulton, Lewistown; July 28, and continuing three weeks. Conducted by E. R. Boyer, assisted by J. W. Cook, J. P. Yoder, E. E. Brown. E. R. Boyer, Co. Supt.

Greene, Carrollton; July 14, and continuing four weeks. Conducted by W. J. Roberts, assisted by David

Felmley, G. M. Herrick, and G. W. Smith. W. J. Roberts, Co. Supt.

Hamilton, McLeansboro; July 15, and continuing five weeks. Conducted by L. Howard. La F. Howard, Co. Supt.

Henry, Geneseo; July 15, and continuing four weeks. Conducted by Prof. W. J. Cook, assisted by Prof. W. J. Stevens and the instructors at the Northwestern Normal. This will be a summer school. E. C. Rosseter, Co. Supt.

Jasper, Newton; July 14, and continuing six weeks. Conducted by J. F. Arnold, assisted by Prof. James H. Brownlee, and others. J. F. Arnold, Co. Supt.

Jefferson, Mt. Vernon; July 14, and continuing six weeks. Conducted by J. D. Williams, assisted by W. C. Barnhart. Jno. D. Williams, Co. Supt.

Jo Daviess, Warren; August 11, and continuing two weeks. Conducted by Robert Brand, assisted by R. L. Barton, H. L. Boltwood, and Miss Flora Pennell. Robt. Brand, Co. Supt.

Johnson, Vienna; July 28, and continuing two weeks. Conducted by W. H. Brydges. W. Y. Smith, Co. Supt.

Lake, Waukegan; August 18, and continuing two weeks. Conducted by Peter Fisher, assisted by A. R. Sabin. Peter Fisher, Co. Supt.

Lawrence, Lawrenceville; July 14, and continuing six weeks. Conducted by Chas. H. Martin, assisted by Miss Eva G. Telford, Mrs. P. J. Anderson, and others. Chas. H. Martin, Co. Supt.

Lee, Dixon; July 21, and continuing three weeks. Conducted by S. J. Howe, assisted by Miss Julia E. Kennedy and Prof. E. C. Webster. Samuel J. Howe, Co. Supt.

Logan, Lincoln; August 18, and continuing one week. Conducted by Prof. O. F. McKim, assisted by S. M. Guttery. S. M. Guttery, Co. Supt.

McLean, Bloomington; July 7, and continuing three weeks. Conducted by J. A. Miller, assisted by Henry McCormick, M. L. Seymour, Mrs. Alice S. Miller, and others. J. A. Miller, Co. Supt.

Macon, Decatur; August 4, and continuing two weeks. Conducted by John Trainer, assisted by J. N. Wilkinson, E. A. Gastman, and Miss M. F. Fulton. John Trainer, Co. Supt.

Madison, Edwardsville; July 7, and continuing four weeks. Conducted by I. H. Brown, assisted by Jas. S. Stevenson. James Squire, Co. Supt.

Marshall, Henry; July 7, and continuing two weeks. Conducted by W. H. Kister, assisted by Prof. H. J. Barton, C. S. Edwards, and L. C. Daugherty. W. H. Kister, Co. Supt.

Moultrie, Sullivan; July 21, and continuing five weeks. Conducted by J. N. Wilkinson, Horatio Batker, and B. F. Peadro. Benj. F. Peadro, Co. Supt.

Ogle, Mt. Morris; July 21, and continuing three weeks. Conducted by Fernando Sanford, assisted by P. R. Walker, Miss E. J. Todd, Prof. L. P. Cravens, and Prof. W. A. Loey. F. Sanford, Co. Supt.

Piatt, Monticello; July 21, and continuing two weeks. Conducted by G. A. Burgess, assisted by Miss L. A. Denny, W. H. Skinner, and W. S. Hall. G. A. Burgess, Co. Supt.

Richland, Olney; July 28, and continuing four weeks. Conducted by R. N. Stotler, assisted by Profs. J. H. Brownlee, E. E. Edwards, O. J. Bainum, and Prof. Seymour. R. N. Stotler, Co. Supt.

Rock Island, Rock Island; July 7, and continuing two weeks. Conducted by W. H. Hatch, assisted by W. S. Mack. J. H. Southwell, Co. Supt.

Sangamon, Springfield; July 21, and continuing two weeks. Conducted by A. J. Smith, assisted by F. R. Feitshans, J. A. Collins and others. A. J. Smith, Co. Supt.

Scott, Winchester; not decided when, and continuing three weeks. Conducted by Prof. Wm. Gay. Geo. W. Dixon, Co. Supt.

Shelby, Shelbyville; July 21, and continuing four weeks. Conducted by C. L. Howard, assisted by T. F. Hughes and John T. Hall. W. B. Marshutz, Co. Supt.

St. Clair, Belleville; beginning August 18, and continuing two weeks. Conducted by Prof. Chas. I. Parker, assisted by Francis C. Cook. Emil Dapprich, Co. Supt.

Stephenson, Lena; beginning August 11, and continuing two weeks. Conducted by A. A. Krape, assisted by S. Y. Gillan, F. T. Oldt, C. C. Snyder and O. P. Bostwick. A. A. Krape, Co. Supt.

Tazewell, Washington; beginning July 28, and continuing two weeks. Conducted by B. C. Allensworth, assisted by Silas Y. Gillan, Jesse Hubbard and others. B. C. Allensworth, Co. Supt.

Vermilion, Danville; beginning July 14, and continuing four weeks. Conducted by J. D. Benedict, assisted by J. W. Layne, Silas Y. Gillan, G. E. Knepper, Lottie E. Jones, and W. H. Chamberlin. J. D. Benedict, Co. Supt.

Wayne, Fairfield; beginning July 21, and continuing six weeks. Conducted by ———. J. B. West, Co. Supt.

Will, Joliet; beginning July 28, and continuing two weeks. Conducted by J. McKearnan, assisted by Profs. Cook, Seymour and McCormick, of Normal. J. McKearnan, Co. Supt.

Williamson, Marion; July 21, and continuing three weeks. Conducted by Robt. Allyn, assisted by John H. Duncan. John H. Duncan, Co. Supt.

#### THE NATIONAL EDUCATIONAL ASSOCIATION

Of the United States will hold its next annual sessions at Madison, Wis., July 15-18, 1884. The following attractions should draw a great body of teachers from our state:

1. A fine excursion, at very low railroad rates, to this beautiful city of the northwest.
2. Cheap hotel rates at Madison.
3. Three days sessions of the association in the discussion of vital questions, by able and progressive educators from all parts of the country.
4. Department teaching—elementary—normal—industrial—art—school superintendence—collegiate—the council of education; several sessions being given to each.
5. A woman's evening, to be devoted exclusively to addresses by able women from various parts of the country.
6. A national educational exhibition under the directorship of Hon. J. H. Smart, of Indiana. School material, books, literature, art, industrial education, school work, Ward's natural history collection, etc., in the state capitol.
7. A great mass meeting in behalf of education, with addresses from distinguished representatives from foreign countries, as well as from prominent men and women of America.
8. Cheap and attractive excursions to the lakes, the great cities of the northwest, the Mississippi, falls of St. Anthony, Minnehaha, St. Paul, Minneapolis, the great grain fields of Minnesota and Dakota in the midst of the wheat harvest, the Yellowstone park, the mammoth hot springs, geysers, Yellowstone river, etc., Oregon, California, and the seal regions of Alaska.
9. Three thousand persons can be happily housed at Madison, and each person may know the hotel or residence where he is to room as early in advance of the meeting as he may wish to apply. Provisions are to be made for a great mass meeting of educators and their friends in the interest of our common school cause.



Further particulars may be gained of the general manager for your state, through the educational and other press, or of the following officers:

THOS. W. BICKNELL,  
Pres't N. E. A., Boston.  
H. S. TARBELL,  
Sec'y, Indianapolis, Ind.  
N. A. CALKINS,  
124 East 80th St., New York.

N. B.—Make an early decision to go, and then invite your friends. All persons, teachers, business people, tourists, etc., etc., are invited. The educational event of your lives is before you.

#### HENDERSON COUNTY.

W. L. Owing is teaching the Tiwappity school.

Prof. Ray, of Missouri, seems to suit the people of Olena as a teacher. He is engaged on his second term.

G. W. Watson, the successful book agent, and a former pupil at Normal, is teaching the Smith school, near Oquawka.

Prof. J. M. Green, principal of the Biggsville schools, assisted by Misses Spear and Shultz, is said to have given good satisfaction.

The Oquawka schools closed on the 16th of April. Prof. J. M. Akin, ex-County Superintendent, has been principal of these schools for the past two years. His assistants the past year were: Misses Cummings, Tolman, and Ruple.

Henderson county two years ago elected her first lady County Superintendent, Miss E. A. Cameron, of South Henderson. She is an active, wide-awake superintendent, and under her efficient management the teachers' institutes are having a revival. We do not know whose fault it was,—but think it was the teachers', more than any one person's—that we had no institute for two years, until last fall. Since then four have been held,—one at Terre Haute, two at Carman, and one at Biggsville, on the 29th ult. The one at the latter place was, owing to the condition of the roads, well attended, and a profitable and interesting institute was the result.

Prof. Stockton, and a number of other Kirkwood teachers were present, and added much interest to the meeting by their ideas. The Superintendent presided, and Anna McArthur acted as Secretary. The following are some of the subjects discussed:

"How to Cultivate the Power of Oral Expression with Children," "Elements of Success in School Government," "Mental Arithmetic," "Primary Arithmetic," "Algebra in Our Schools," "Value of Educational Books and Papers," "General Exercises in the School."

Every subject was pretty thoroughly discussed, especially Mental Arithmetic and School Government.

"The ILLINOIS SCHOOL JOURNAL was recommended as the best educational journal. The Superintendent presented the Graded System for district schools just before closing. She promised to bring it before the next meeting, second Saturday in May, at Biggsville.

J. O. S. H.

#### PUBLISHERS' NOTES.

### PLAYS.

Dialogues, Tableaux, Speakers, etc., for School, Club, and Parlor. Best out. Catalogue free. T. S. DENISON, Chicago, Ill.

Hewett's Pedagogy is going like hot cakes. Send for it. Price, \$1.

Mrs. Haynie's new grammar is out, and will be reviewed next month.

Teachers, parents, and all who are interested in the Science of Physiology, should not fail to read with care the card of the Quart of Life Co., in the Advertiser.

H. B. Bryant's Chicago Business College has helped hundreds of young men and women to make a successful start in life. Other hundreds are now preparing themselves, and will be wanted when ready.

"Our School" series of report cards and exposition chart. The best and cheapest arrangement out for systematic reports. Teachers wishing samples and prices will address W. W. KNOWLES, Sterling, Ill.

The Brockway Teachers' Agency advertised in our columns refers to Supt. Howland, of Chicago, Prof. Phelps, Winona, Minn., Adj. Gen. Elliot, Springfield, and others. This agency furnishes a very convenient means of communication between teachers and employers.

*American Progress*, N. Y.—The firm footing upon which assessment insurance stands to-day in this country is largely due to the energy and ability displayed in the management of the Mutual Reserve Fund Life Association, and the resulting solidity and vigor which it exhibits.

H. H. Hill & Co. advertise, in this issue, their device for teaching the extraction of the Square and Cube Root. There is no reason why the old roundabout methods should be followed, when something simpler, and that appeals to the eye, is within easy reach. Read the advertisement on page VIII of the Advertiser.

The attention of our readers is called to the advertisement of the "Teachers' Insurance and Aid Association," in this number of the JOURNAL. The practicality and safety of the plan commends itself to all practical thinkers. It is insurance at actual cost, being from one-third to one-half less than offered by the old line companies.

How many of our readers are aware of the fact that A. H. Andrews & Co. are the largest manufacturers in the world of school furniture? Have you noticed their "ad." on p. IX? Have you tried their Dustless Erasers? Have you seen their Lunar Tellurian Globe? Are you going to have new desks this year? Yes? Well, then, you must see the Triumph, with folding lid.

The teacher who is satisfied to hear recitations in a "hit or miss" fashion, without posting up on *matter and methods*, will inevitably fail, and deserves to fail. A new revelation would be let into the souls of such teachers did they constantly consult "The Teachers' and Students' Library," published by T. S. Denison, of Chicago. They would never regret the paltry three dollars which this excellent work costs.

J. B. Ryan deserves the thanks of the teachers for his excellent compilation, notice of which will be found in our "Book Table," and also in our advertising columns. He has also prepared a daily report card for all of the branches usually taught in the common schools, with a blank for each day's department, and a short and concise schedule from which unnecessary directions are excluded, as well as all school book advertisements.

I am in receipt of the "Teacher's Examiner," and beg leave to say that it should be in the hands of every teacher. The time saved alone in which a teacher or student would lose in wearily pondering over voluminous text-books, will amply pay the trifling cost of the work.—W. E. HOYER, Principal of Normal School, Millersburg, Ohio.

The price of the above is \$1.50. It will be furnished with THE JOURNAL for \$2.00, or as a premium for two subscribers at \$1.50 each.

#### WANTED.

Teachers looking for a more desirable position or a larger salary should register with us at once. We do what no other agency does, viz: we notify every teacher registered with us of every vacancy on our lists. We pay \$10, (ten) for information of a single vacancy. All communications strictly confidential. Send postal now for particulars. We want a few more good state agents. Flattering inducements to the right parties.

THE TEACHERS' CO-OPERATIVE ASSOCIATION  
AND GENERAL AGENCY.

38 Madison St., Chicago.

(Continued on Page IV.)



# ILLINOIS SCHOOL JOURNAL.

VOL. IV.—No. 2.

NORMAL, ILL., JUNE, 1884.

WHOLE No. 38.

## HOW MISS ANDREWS SUCCEEDED.

BY MRS. HARRIET A. CHEEVER.

Miss Helen Andrews was bright, accomplished, and industrious. In her neat room at home hung the framed diploma she had received on graduating from the high school, and near by was a second framed certificate, testifying to the satisfactory manner in which she had completed her studies at the State Normal School. Then her recent examination before the school committee had resulted in their pronouncing her thoroughly competent to teach in the grammar department of the public schools.

But Helen Andrews was not satisfied—with herself, we mean. Miss Bacon, one intimate friend, had said Helen certainly must perfect herself in French, it might prove so valuable to her in time to come; and Miss Spencer had advised her taking up Kensington embroidery, it was not only such lovely work, but if she grew skillful in setting the fanciful stitches, there was money to be made from the articles produced. Miss Shirley had declared that, with her fine ear for music, Helen ought carefully to cultivate her taste in that direction.

So it was with a sense of burdensome duties resting upon her that Miss Andrews began the daily routine of teaching. Not that she expected to perfect herself all at once in the varied accomplishments she had undertaken, but French, music, and embroidery she had decided should receive a certain degree of attention each week. She could even see how a portion of the recess could be devoted to the French lessons. Being naturally quick to acquire anything on which her mind was bent,

her progress in each particular interest was apparent from the beginning. But the keen eye of her mother noted uneasily that her daughter, a great deal of the time, seemed anxious and dispirited.

"What is it, Helen, dear?" she said kindly one day; "do your outside occupations prove too much for you?"

"Oh, no, mother," was the quick reply; "everything outside goes on well enough; it is in the school-room I meet with difficulties. I don't seem to get on with the children as I expected to."

And, in fact, from the time she entered the school-room in the morning until the last bell sounded in the afternoon, Miss Andrews was half-unconsciously wishing herself at home, and school-hours through for the day, that she might take up one or another of her more agreeable "outside duties." And yet she was faithful in a methodical sort of a way while occupied in teaching, and wondered why it was she could not feel more interested in her pupils, and their tiresome rounds of recitation.

But Janie Burrows was a special trial, and Katie Brown a special aggravation; for poor Janie could not understand arithmetic any more than if it was all Greek, and poor Katie had about as much idea of grammar and parsing as had her own yellow canary.

So while Helen patiently studied French during the recess, Janie and Katie impatiently bounced about and pretended to study figures and parts of speech. The fall term was finished and the winter one fairly begun, and Helen was feeling worn and discouraged. There were to be a few days of vacation at Christmas time, and accordingly Helen went one day to the city to do some shopping. But

in the afternoon, on arriving at the depot, she found herself about ten minutes late for the train, and nearly an hour would elapse before she could start for home; but as the depot was a central one, from which cars ran in several directions, she soon became interested in watching the people come and go. All at once her tired face lighted up with genuine pleasure. A bright, breezy-looking girl had entered the door opposite, and instantly Helen had recognized her as Bessie Jameson, her favorite and room-mate of the Normal School.

In a moment Bessie had 'spied Helen. "Oh, you dear!" she exclaimed, "how glad I am to see you! I should be glad to see you under any circumstances; but as I am about half an hour in advance of my train, it is particularly fortunate to find a friend in waiting. Now do tell me all about yourself, and how your school prospers. I am teaching, too, and isn't it perfectly delightful?"

"Do you really find teaching delightful?" asked Helen, a little incredulously; "it tires one so."

"Why, I scarcely ever think of that," responded Bessie; "I suppose I may ache a little sometimes, but there is no time to think of that, teaching is so absorbing."

"But don't you find some scholars insufferably dull?"

"Duller than a hoe to begin with, once in a while," laughed Bessie, "but I don't let them remain so long."

"But I have so much to do," pleaded Helen.

"Yes, I know; my school duties take almost every moment of my time," chirruped Bessie, "but then it's work that pays you so, as you go along."

"But I spend all my spare time on French, music, and embroidery," explained Helen.

"What!"

"Why, I am keeping up those three studies," repeated Helen.

"And teach school in the meantime, eh?"

"Oh, the school comes first, I suppose;" and, as she replied, Helen began to feel a little uneasy at the look of ludicrous perplexity on Bessie's face.

"Why *Helen Andrews*! Why *Helen Andrews*!" she burst forth. "Well, I thought you looked worn when I first saw you, but now I only wonder there's anything of you

left! It's a mercy you're not distracted! But really, Helen, dear," she added, in a more serious tone, "can you do your pupils justice, with your mind occupied as it must be with other studies? Why, as I said before, it takes nearly all my time to teach successfully. At home I am constantly planning how I will conduct this or that recitation; what is the best method for explaining certain lessons; how I will manage with this girl who is inclined to be a little refractory, or that one who is inclined to be a little sullen."

"You can never do it in the world, Nellie girl," she added, with sudden energy; "I'd either give up the school, or the studies. Unless your whole heart is in your work, you will never make a success of it—never." A little more conversation followed, then Bessie's train was ready, and bidding Helen "Bye-bye" in her own sprightly way, she was off.

But Bessie's views of the teaching problem had proved a revelation to Helen, and straightway she fell to pondering and wondered if what Bessie said was really true. Then she began speculating as to the possibility of being able to explain arithmetic to Janie Burrows so she could come to understand it, and wondered vaguely as to the likelihood of being able to drill Katie Brown in the hitherto hidden mysteries of grammar, so that the child could grasp something of its meaning. Before she reached home that night she had made a few definite resolves.

When the spring term began, Mrs. Andrews was pleased and relieved to see how cheerful and even animated Helen had become. She had expected to see her "wilt right down," as she expressed it, when she gave up all occupation except teaching, but the result had been just an opposite one.

We will only stop longer to quote a portion of a very long letter which Bessie Jameson received early in April from her friend, Helen Andrews:

"You dear, little Bessie, how can I ever tell what a change and reform has been wrought in me and my school, and all resulting from our conversation in the depot, last December! I was pretty nearly discouraged, as you had surmised, and was beginning to consider teaching a toilsome, hum-drum life; but to work I went with a will, to see whether

or not it could be made interesting. In the first place, I dropped all outside occupations, and found that of itself a great relief. Then I began at once to feel new interest in certain scholars who had caused me great vexation, from what had seemed provoking dullness. Bless their hearts—they wanted *teaching*! And I had been the stupid one not to recognize so obvious a fact.

"The day I awoke to a proper sense of my children's needs and requirements, they awoke to a new ambition; and I tell you, Bessie, they are doing splendidly!

"One poor little midget, a Janie Burrows, who had never seemed to have the first idea, is making such rapid progress in arithmetic she will soon be at the head of the class; and another child, Katie Brown, whose attempts at parsing *parsed* all ordinary comprehension for laughable blundering, and whose language was about as ancient as it could be, 'crowding her negatives,' and murdering the king's English in general (there's fine rhetoric for you—short sentences, you know); well, this same Katie Brown not only understands her grammar now, but it fascinates her, and she is gradually becoming correct in her language—really her improvement is wonderful.

"I am just delighted with teaching now. You see, my whole heart is in it. I have taken up music again; for once having made school-work thorough and systematic, I find my music will not interfere with my pupils and their progress in the least.

"Now I really must stop writing, as I have a geography lesson to learn before going to bed. I may not commit every word to memory, as my pupils do, but an older teacher than either you or I told me what a great advantage it was to acquaint one's self with the main facts of a lesson to be recited, and after leaving school memory is treacherous, not always retaining as much as is desirable.

"But I shall always have Bessie Jameson to thank for revealing to me the very important truth, that in order to be a successful teacher one's whole heart must be in the work."—*N. E. Journal of Education*.

## WONDERS OF THE HUMAN EAR.

BY PROF. GRANVILLE F. FOSTER.

### III.

For a half-century, at least, it has been unquestioned among special anatomists that the impulses which ultimately, in the brain, give rise to that sensation which is called *volume* or *intensity* of sound, originate in those two divisions of the membranous labyrinth, known as the *Utricle* and the *Sacculus hemisphericus*;

for here are calcareous masses, but slightly heavier than the endolymph, in which they are bathed, whose function evidently is to rise and fall with every passing wave, and pound more or less vehemently (according to the amplitude of the wave), the ends of the numerous filaments of nerves, distributed over the inside surface of the membranous vestibule; but for a long time little was known concerning the mechanism by means of which pitch and quality could be perceived. It is true that in a vague sort of way this latter function was placed in the Cochlea, but further than this none ventured to proceed.

Before proceeding to the consideration of a theory in reference to the matter here referred to, which the writer of this article desires to advance, it is well for the reader to remember, first, that the quality of sound is determined by the number of overtones. In a vibrating wire, the wire may vibrate as a whole, thus furnishing the fundamental note, while at the same time the wire may be practically broken up into a number of parts, each part vibrating independently, and emitting a sound, which, though not heard separately and distinctly from the fundamental note, blends with it and modifies it. Such a modifying sound has been technically called an overtone. The easily recognized differences between several kinds of musical instruments playing the same tune, lie in the fact, alone, that each musical instrument has its own peculiar set of overtones, which gives it a character,—an individuality, which at once identifies it from all other musical instruments. It is for the same reason that human voices differ.

Second, a vibrating wire tends to set into vibration all other wires in the vicinity, the respective lengths, weights and tension of which adapt them to beat in synchronous vibration with it. If two clocks, with pendulums of the same length, be fastened to the same wall, and if only one pendulum be set swinging, it will tend to set the other swinging likewise. If a few piano-wires be stretched over a sounding-board, so that each shall have a different fundamental note from all the others, any one of them can be made to vibrate, and hence emit a sound, by playing its fundamental note on any musical instrument.

Soon after the early researches of the present century had revealed, to some extent, the minute anatomy of the internal ear, Helmholtz, the celebrated physicist and histologist, advanced the idea that any particular sound, reaching the organ of Corti, would select from the 3,000 arches (described in the second article) the one appropriate to its own pitch, and through the law of sympathetic vibration, set it likewise in vibration, communicating a thrill to the nerve, afterwards translated into a sensation in the brain; but the fact is that the Cortian arches are far too inelastic and rigid for so delicate a function as is here required, and moreover, the only function of these arches seems to be to support the lamina velamentosa and appendages. The writer thinks the function here referred to resides in the hair-cells, which are so firmly held between the lamina velamentosa on the one hand, and the membrana basilaris on the other. What adds probability to this view is the fact that in consequence of the increasing height of the arches as the apex of the Scala Media is reached, these hair-cells increase both in length and weight, while an ultimate filament of the cochlear branch of the auditory nerve is connected to each cell. If this view is the true one, then the probable function of the membrana tectoria, which lies on the lamina velamentosa, is to dampen the sound after a musical tremor has passed by. Had no dampening apparatus been provided, the vibration of one hair-cell continuing after another had commenced to vibrate, confusion would enter into the nervous thrills transmitted to the brain, and consequently to the sensations which these are adapted to give rise. There are some ears so delicate as to distinguish between two sounds which vary only one twelve-hundredth in the number of their vibrations, a thing impossible if only 3,000 Cortian arches are available as instruments of sympathetic vibration, since it is evident, were this the case, there would be but thirty-three arches to each semi-tone of the ordinarily distinctly audible seven octaves; or in other words, it would be, if Helmholtz's theory were true, impossible to detect any difference of pitch between two sounds removed from each other less than one thirty-third of a semi-tone. But ordinary ears are far more sensitive

than this, and hence it is safe to conclude that the arches cannot be the instruments by means of which the pitch of sound is translated into nervous thrills. But as the writer showed in the second article, there is an ample number of hair-cells to meet all the needs in every case, and possibly the differences existing in individual cases as to delicacy of appreciating sound may, to a great extent, lie in the fact that in original construction, the ear of one individual is more liberally supplied with the vibrating hair-cells than that of another; then again, the extent up and down the scale to which an ear may be sensitive will be owing to the same cause. An ordinary ear is only adapted to distinguish sound between the limits of 25 vibrations and 25,000, but some ears are so sensitive as to perceive 42,000 at one end of the scale, or 16 at the other.

Since the quality of a sound is, in essence, the same as pitch, the reader will readily see that there is no need of a separate apparatus to perceive it.

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### TALKS ABOUT BEES.

E. A. GASTMAN, DECATUR, ILL.

#### IV.

In the last talk the life history of the bee was briefly given. You were told that the queen at first deposits a few eggs in the comb, and that the bees keep these warm by clustering over them. Just as the number of bees increases and as the weather grows warmer, the queen deposits her eggs in larger and larger portions of the combs. By the first of May it will not be an unusual thing to find young bees in three or four combs, and one or two will be nearly filled on both sides. By the first of June we shall find, probably, that the queen has laid her eggs in all of the eight or ten combs in the hive. She not only does this, but she frequently revisits the combs near the center of the hive and lays eggs in the cells where the young bees have hatched out. Of course, all queens are not equally prolific. But you will see from this that the value of the queen to the bee-keeper depends very much upon the number of eggs that she will lay. It may be new to some of you to learn that queen raising is a regular business.

Only a few days ago I sent an order to a gentleman in South Carolina for nearly one hundred queens, to be delivered in May and June. In my next talk I will try to tell you something about the way in which queens are raised. Not only in this country, but in Italy and Germany there are men who make a good living by rearing queens for sale.

By the first of June there will be a large number of bees hatching each day. The hive becomes crowded. You will see them clustering on the outside of the hive, if the weather is warm, simply because they are uncomfortable inside. If the weather is favorable, the bee-keeper begins to watch for swarms. But it is wonderful what apparently small causes may prevent him from getting any. I remember one year when I had seventy-five good colonies, and yet only five or six swarms came out during the whole season! If there is not plenty of honey for the bees to gather, they will not swarm. They seem to know that new combs cannot be built without a good supply of honey. In a former talk I tried to explain the connection between honey and the wax from which the combs are made. Do you remember it? Even a cold, rainy spell of three or four days may cause all the swarms to be delayed two weeks!

From ten to four o'clock is the time when nearly all swarms come out. I have known them to come as early as seven in the morning and as late as six in the evening, but these are exceptional cases. It is a wonderful sight to see a swarm come out of the hive. It looks as though the bees were literally poured out. Every one seems to be possessed with the idea that it is his duty to get out of the hive in the shortest possible time. *The queen goes with the swarm.* I hope that you will remember this, because the question is often asked, and also because I shall refer to this fact in my next talk. In the meantime see if you can think of a reason why it is absolutely necessary that the queen go with the new swarm? It sometimes happens that the queen does not leave the hive, but in such a case the swarm will always return.

After the bees leave the hive they fly in a slow, wandering manner through the air, and finally alight in a bunch or cluster upon a tree. Occasionally a swarm will go off to the woods

without stopping, but this does not often happen. In eighteen years I have lost but one in that way. After settling they will usually remain quiet from one to three hours, thus giving the owner plenty of time to put them into a new hive. If neglected too long they will suddenly raise in the air, and after making a few circles will take a "bee line" to the nearest timber. Whether they have picked out a hollow tree for a new home before leaving the old one is a question that has been much discussed. The general opinion now seems to be that they do send out scouts to look up a good stopping place before they start.

It used to be a common idea that it was necessary to make a great noise by ringing a bell or beating upon tin pans to make a swarm settle. There is no reason to suppose that the noise has any effect upon the bees.

You ought to be told that many of the best bee-keepers do not let their bees swarm. When the hives become full they divide them, and thus save all the trouble of watching for the swarms.

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### DEVICES FOR TEACHING READING.

BY EDITH NEVINS.

If a person were to attempt to read a selection which contained unfamiliar words, he would be so taken up with the new words that he would be unable to get or give the complete thought.

The teachers here have been working with this thought in mind, and before each reading lesson in which any new words are to occur, a word lesson is given.

A Primary class was reading a lesson in which several parts of a ship were mentioned. The teacher drew a picture of a ship upon the blackboard, and called attention to the parts mentioned in the lesson. If the children did not know the names of the parts, the teacher gave them. As the words were given they were written upon the board by the teacher, so that the form of the words might be fixed in the pupils' minds.

Another teacher wished also to develop some new words. She wrote a story creating a necessity for the words, or their synonyms, and had the children supply them. If the

right word was not given the teacher said: "There is another word you might have used", and wrote the word upon the board. "Did any of you ever see it before?"

After the story was finished the teacher called upon the class to tell the story, using the new words. This took all of the time given for reading, but the next day the reading was done without blundering.

Another teacher wrote a story, for the same purpose, upon slips of paper; each slip was numbered and contained a sentence in which a synonym of one of the new words occurred. The synonym was underlined and the children supplied another word in its place. In this case, as in the other, if the children did not give the new word the teacher gave it.

In a primary class the teacher wished to develop the word "rat", and to review the words "can", "see", and "cat". She told to the children the following story: "Do you know there is a little brown man living down in our cellar, and he has the snuggest little house away in an old box." All the time she was talking she was drawing the cellar, and the stairs leading down from the kitchen; in one corner of the cellar she drew a box. "If you were to look through that hole in the box you might see a——." She drew a rat, and the children all said "a rat." The teacher then erased the picture rat, and wrote "rat" in the box. "May, look into the box and tell us what you see." May looked and said, "I can see a rat." The teacher wrote on the board, "I can see a rat". The children each looked into the box and said, "I can see a rat," and added, "in the box," in answer to the teacher's question, "where?" The teacher then wrote, "I can see a rat in the box." The word rat was erased from the box and the teacher said, "This —— (children say rat) comes out of his house in the night, and goes up stairs very carefully, so as not to make any noise." The word "rat" was placed upon the bottom stair, then erased again and put upon the next stair, and so on until it arrived at the top. This fixed the word in their minds. "Why does the rat go up stairs?" the teacher asked. The pupils answered, "To get something to eat." "Yes, the rat is hungry; when the rat gets to the top of the stairs he stops because (teacher wrote) "The

cat can see the rat'." The children read this; then the teacher wrote "Can the rat see the cat?" After this was read the teacher continued, "The rat is frightened, and runs down and goes into the box." The work that was upon the board was, "I can see a rat. I can see a rat in the box. The cat can see the rat. Can the rat see the cat?"

In another class the words to be taught were "square" and "triangle", and the words to review were "have," "red," and "blue". The children knew a square and a triangle, but they did not know the written word. The aim of the teacher was principally to teach the words, and secondarily to teach form and color. Each pupil was given a red or blue square or triangle. The sentence "I have a blue square," was placed upon the board; but instead of the words "blue" and "square," a blue square was drawn. The teacher asked, "Whose story is this?" All of the children who had blue squares raised their hands. Jennie read, "I have a blue square." The picture of the blue square was erased and the words were substituted; the children read, "I have a blue square." This same work was done with the other form and color.

In another class the pupils were reading from books. The work was rather difficult and the class was a hard one to manage unless it was kept busy. Each child was given a book and was requested to open to the page where the lesson began; on this page was a picture in which every thought of the lesson was expressed. The teacher had the pupils look at the picture, and by means of questions lead them to give every thought in the lesson in nearly the book language. This made the reading comparatively easy. No child was allowed to answer a question until he had made known his desire to do so by raising his hand.

NORMAL PARK, ILL.

Thought is the property of him who can entertain it, and of him who can adequately place it.—*Emerson*.

Of all the gifts that nature can give us, the faculty of remaining silent, or of answering apropos, is perhaps the most useful.—*Mme. Campan*.

## OUR PROGRESS IN EDUCATION.

From advance sheets of Lusk's "Politics and Politicians of Illinois."

### II.

In 1860 the amount of \$1,265,137 was raised by local taxation for the support of public schools, and the total expenditure was \$2,259,868.

The whole number of schools was 9,162, and the whole number of pupils 472,247. In 1880 the amount raised by local taxation was \$5,735,478, and the total expenditure \$7,531,942. The whole number of schools was 11,964, and the whole number of pupils 704,041.

The school for the feeble minded at Lincoln, and the school for the deaf and dumb, and for the blind, at Jacksonville, all supported by the State, are properly considered a part of the State's system of education.

The Industrial University at Champaign, chartered in 1867, is a State institution of high standing as a school of technology and art, and offers fine facilities for an extended literary course. It is supported mainly by the income from the sale of lands which were donated by Congress for the establishment of agricultural colleges in the several States, and partially by State aid. Tuition fees are nominal. Dr. Selim H. Peabody, a man of high character and eminent scholarly attainments, is president. The State maintains two normal schools, one at Normal and the other at Carbondale, partly by the income of college and seminary funds, and partly by direct appropriations from the State treasury. In both tuition is free to persons intending to teach. Cook county has for years maintained a normal school of high rank, which has been liberally patronized.

In this enlightened age it would seem hardly necessary for us to allude to the purpose of such schools. In the minds of some of our people there exists a strong prejudice against the normal school, and frequent attempts have been made in the General Assembly to have the laws founding it repealed; and that no reader may be mistaken as to the object of the school we give place to the following extract from the biennial report of James P. Slade, Superintendent of Public Instruction for 1881-2, bearing upon the subject:

"It is evident that a large portion of our people have no just notion of what the work of a normal school should be, nor of the purpose of such a school. Hence it cannot be repeated too often that a normal school has no legitimate purpose but to fit its pupils to teach and manage schools; that nothing is proper to be done in such a school which does not tend directly to this result, and that, with a given body of students, anything essential to fit them for the teacher's work is legitimate in the work of a normal school."

Professor Slade might have carried his remarks farther. He might have assumed that the normal schools of our State have been the prime cause of much of the success of our common school system. From them we have obtained many of our most successful teachers; and we have not only derived good teachers from our own normals, but the bright, active men who graduate in the normals of the eastern States come west, many of whom locate in Illinois and become invaluable agents in the school work. The normal system is no Yankee invention, but is co-extensive with the civilized world. In Prussia, where the educational standard is of the highest order, no one is allowed to teach who has not a certificate from the normal, and in our own country the normal system is growing into greater favor daily. In many of the older States it has become widely founded. In Pennsylvania there are ten of these schools, and in Massachusetts seven, which will suffice to show that our State is not over-taxed in this regard. We could better afford to have more than less. Education is the hope of the world. Let Illinois statesmen do nothing to retard its progress.

The following extract from the Fourteenth Biennial Report of the Superintendent of Public Instruction for 1881-2 is a complete statement of our permanent school funds:

SCHOOL FUND PROPER, being three per cent. upon the net proceeds of the sales of the public land in the State, one-sixth part excepted, . . . \$ 613,362.96

SURPLUS REVENUE, being a portion of the money received by the State from the general government, under an act of Congress providing for the distribution of the surplus revenue of the United States, and by act of the Legislature, March 4, 1837, made a part of the common school fund, 395,592.32

**COLLEGE FUND**, being one-sixth part of the three per-cent fund, originally required by act of Congress to be devoted to the establishment and maintenance of a State college or university, . . . 156,613.32

**SEMINARY FUND**, being the proceeds of the sales of the "Seminary lands" originally donated to the State by the general government for the founding and support of a State seminary, . . . 59,838.72

**COUNTY FUNDS**, created by act of the Legislature, February 7, 1835, which provided that the teachers should not receive from the public fund more than half the amount due them for services rendered the preceding year, and that the surplus should constitute the principal of a new fund, to be called the "County School Fund," . . . 158,410.39

**TOWNSHIP FUNDS**, being the net proceeds of the sale of the sixteenth section in each Congressional township of the State, the same having been donated to the State for common school purposes, by act of Congress, in 1818, and of additions thereto, . . . \$5,393,326.31  
To which add value of school lands unsold, . . . 2,625,610.00  
8,018,936.31

**INDUSTRIAL UNIVERSITY FUND**, being proceeds of sale of lands received by an "Act donating public lands to the several States and Territories which may provide colleges for the benefit of agriculture and the mechanic arts," passed by Congress July 2, 1862, . . . 319,178.87  
Total, . . . \$9,691,932.89

Closing this subject it is just to say that our public schools rank with the best in the United States, and, in the list of the great States, ours is the third in educational advancement.

## HOW SHALL WE SURVIVE?

BY C.

### I.

How is the average teacher conditioned?

1. He does not live in the metropolis, where the triumphs of civilization, constantly appealing to eye, ear and soul, must quicken, more or less, the intellectual life of the dullest. He does not feel that fine tension and exhilaration that come from mere surroundings and from the contact with those of his own guild. He lives in the provinces where life is cool and easy. If not at the corners of an obscure district, he is at best a villager. The most exciting event of the day is the arrival of the mail with the city daily. No treasures of art

invite him, nor library, nor lecture, nor drama stimulates him to attempt to keep pace with the busy world beyond the borders of his life. His constituents are farmers, with here and there a tradesman and a mechanic. The physician and the minister are his only professional associates, for the average teacher does not live at the county seat, where lawyers "most do congregate." He lacks even the kindly presence of the editor, who is ever willing to indicate the serious defects of our common school system, and thus keep the otherwise indifferent schoolmaster in a state of chronic agitation.

In brief, the environment is lacking in incentives to constant introspection and study.

2. Whether in backwoods district, in village, town or city, his business is with the young, the unformed, the weak,—children. He is to direct the first movements in the school life of the pupil. Whatever difficulties may beset the tyro at the portal of his new intellectual career, they are nothing to the teacher. He is living again the life that has almost or entirely passed from his memory. With infinite patience he lays the little task before the child and waits. The feeble hand, the stammering tongue, the eyes that cannot see, the futile effort would be ludicrous if they were not pathetic. It is only because he recognizes the possibilities of the future that he can endure the present. He is God-like in his compassion and ox-like in his persistence. He sees the infant Hercules that is struggling with his swaddling bands. And his experience lacks the charm of novelty. It is an old, old dream reenacted. The teacher has seen others by the score or hundred passing through the same stages of growth. The lawyer, in the full armor of his matured energies, is struggling with mailed warriors in the fierce conflict of the legal arena. With merciless cruelty he thrusts the sharp lance of his argument through the joints in the armor of his antagonist. It is war to the knife, and the knife to the hilt. Every resource of knowledge, daring, wit, ridicule,—of power, must be ready to answer the shortest call.

The teacher has no antagonist. He is in the quiet isolation of the school-room. He is not lengthening his intellectual stride to keep



pace with a competitor, but shortening it to the brief step of childhood.

3. He is dealing with the rudiments of knowledge.

The word *cat* is doubtless a wonderful object, as it appears to the child for the first time in elegant script on the blackboard of his school-room. If he could reason upon the subject he would doubtless admire the inventive genius of the man who first devised so admirable a system of arbitrary symbols for the expression of thought. He would confess that he had felt somewhat the limitations of the absence of such a system, and that it would supply a "long-felt want" and be in great demand. It is a good two-score of years, perhaps, since the teacher made its acquaintance. It is too familiar to excite the sentiment of wonder or to suggest a train of thought respecting its utility. The simple combinations of numbers that must be mastered by the child's slow and persistent effort will slip smoothly from the tongue of the teacher while his mind is making zig-zag journeys through the realms of thought. And if there is a decoction of natural science to be administered the prescription bears the familiar formula, "two drops for children and two tablespoons for an adult." In brief, the teacher is preparing the child to do something for himself. In giving him such preparation he employs the simplest material at his command. The mechanic's apprentice must first learn the use of the most common implements. The first great difficulty to be mastered is to make the rip-saw follow the line that has been drawn for it,—to overcome its disposition to make excursions into the territory adjacent to the border line. The apprentice's world is very narrow. His horizon is near his feet, and within it lies the concrete, the material. The master-builder lives in no such "pent up Utica." "The boundless universe" of ideas is his. Vistas stretch before him lined with spacious buildings rich in decoration and symmetrical in architectural proportions, all evoked by a touch of the wand of the imagination, and without the sound of hammer or saw. Before this scenery in the background of his thought he draws the blank drop curtain, and turns to the awkward novice to aid him in guiding the implement with which he is struggling.

So the teacher lives with the child in that stratum of knowledge below the thought level of the adult, where the mental operations are mechanical and habitual.

The physician is called to the bedside of the sick. The case is an individual one. There are not forty in the grade that must be brought to the sixty-first page of the fever in time for the term examination, though the great Healer often promotes the pupil with whom the physician has failed, and the sexton charitably covers too many of his blunders. But the case is urgent and demands the immediate exercise of the best, the keenest intellectual activity of the doctor. Life and death are contesting for their prize. He must note the symptoms with the sharpest scrutiny. He must range the fields of *materia medica* and personal experience for remedies. His powers are stimulated into their best life, and he presses the boundaries of his knowledge for any new facts that science, with its microscopic eyes, may have discovered. And yet he is, perhaps, the country doctor, and lives at the corners.

4. The average teacher is like the miller. He grinds one grist, and then he grinds another. When his pupil have reached the level where each fact begins to feel "An impulse within it that reaches and towers," where the weaver's shuttle of thought begins to flash among them, and combine them into the warp and woof of scientific classification, he passes them on to that narrower circle within his own guild, upon whom these limitations press less rigorously, and puts a new grist into the hopper. Like a policeman, he walks his beat and stops and retraces it, to walk over it again. And however skillful he may become in performing this essential service, he feels that the iron hand of destiny has drawn the narrow circle about him, and that within its circumscribed area he must find permanent occupation.

5. Under average conditions he finds himself in one of two situations: Either a district teacher, where he is the president, faculty, and too often also the janitor of the people's college, or a teacher in a graded system. If in the former position, he knows that the American fondness for rotation in office will soon pass him along to another school, and he,

consequently, has little hope, if he has the ambition, of doing anything that will approach a complete work, finished, rounded up, polished, and bearing in unmistakable marks his autograph, so that it shall be recognized as his work, a specimen of his skill, by all who are about him.

If in the second position, there is more hope of remaining an indefinite time, but it is piece work after all, and the special touches received in this department are not visible as such in the complete whole. In either case there is a lack of the sense of personal responsibility that rests upon one who must answer directly for the defects or receive the appreciation and praise for the excellence of the piece of workmanship that comes from his hands.

There are few things that stimulate more powerfully than the thought that one's reputation rests immediately upon the character of his products, and that no one can see the product without the name of the producer being at once revealed. It is too easy for the teacher to ease his conscience or turn the edge of public censure by attributing the failure of his pupils to the limited time that he was with them, the failure of his employers to furnish suitable appliances, or the inefficiency of the teachers in the other grades. In any event there is at least a tendency toward the encouragement of that chronic indisposition to intense exertion that is so common a characteristic of the human race.

6. There remains at least one additional fact that has its effect, and it bears most heavily, perhaps, upon the most sensitive natures. Teaching is not a profession, and is not so regarded by the law makers of the commonwealth, nor by the community at large.

When a young person has been led by the voices of his own nature, or by the less trustworthy advice of admiring friends, to believe that a high destiny awaits him, and turns very naturally to the bar, the pulpit, or the hospital to achieve a career, he is met at once by legislative or ecclesiastical enactments. They say to him, "There is no admission to these spheres of human activity without the shibboleth of the order." He cannot act as an attorney and exact a fee unless the Appellate Court has placed upon him its approving seal. Before it will perform that kindly office

it carefully examines him upon the principles that underlie jurisprudence, and the substantial classics in the literature of that science, or it will require the diploma of a reputable school, whose only purpose is to prepare pupils in those branches of study. The board of Health, with a copy of the revised statutes on one hand, and a bundle of examination questions on anatomy, physiology, hygiene, disease, materia medica, etc., in the other, stands across the way to the physician's office. The conference, or the presbytery, or the synod, or council examines, with conscientious faithfulness, the applicant for clerical honors, to determine whether he possesses the special preparation that public sentiment pronounces necessary.

Not so with the young person desiring to become a teacher. The district school that can furnish him a fair degree of familiarity with the seven common branches is all the college that is necessary. It is true that the statute provides that the county superintendent shall ascertain whether he is "qualified," and that he is the judge of what constitutes the necessary qualification, but that part of the law has been read to little account so far, so the applicants flock "like doves to the windows." "Broad is the way, and many there be that go in thereat," hence he that aspires to be called a "professional" must compete with the throng that have no purpose of continuing in the work for any considerable time.

Now add to what has been said the facts that the general public seems to think that anyone can teach the little children, that there is no technique, or at least so little that any person of average intelligence can acquire enough to answer fairly in the experience of the school-room, as the necessity arises, that the average term is about half a year, and the average pay about \$300, and the combined conditions do not over stimulate the average teacher.

This is unquestionably the dark side of the subject; but it is the dark side that I have endeavored to find, and if anyone fancies that I have overstated the case let him go into the average school and interview the average teacher. There is another side, but its discussion must be deferred to another number of THE JOURNAL.

# AClassified List of Published Papers Relating to the Natural History and Geology of Illinois.

LUCIEN M. UNDERWOOD, PH. D., SYRACUSE, N. Y.  
F. M. WEBSTER, NORMAL, ILL.

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### THE GLASS SNAKE.

BY S. GARMAN.

It does not fly into pieces at a touch. It does not go around and hunt up the pieces; they do not grow together again. It is not a snake at all.

In the southern states, and to the northward as far as Virginia and Illinois, there is a peculiar lizard called the snake-lizard, which has given rise to the stories of the glass snake. The creature is harmless, has the shape of the snakes, and like them has no feet or legs. Its ears, its eyes, its jaws, its skull, and its structure in general say positively it is a lizard and not a snake. Nearly two-thirds of its length is made up of tail. In the tail the bones do not interlock as in that of the serpent. The tail bones (caudal vertebræ) abut one against another, and are mainly held in place by the muscles. Because of this, the tail is easily broken when trodden upon, taken hold of, or struck a smart blow. A sharp stroke sometimes breaks it into several pieces. And yet, if the body itself is not injured, the animal does not seem to be greatly distressed by the loss. Even though more than half of its total length has been left to perish, it runs away little the worse for the adventure. The wounded tail soon heals, but it does not stop with that. The center of the stump begins at once to push backward as a pointed bud, which grows longer and longer, until the lost portion has been replaced, and the deceitful resemblance to a snake is once more as complete as at first. A snake-lizard three feet long, would be about an inch in diameter, and the body would only be thirteen or fourteen inches in length. This lizard has a deep

admit of swallowing large objects. In these and other respects it differs greatly from the snakes. The colors are variable; some specimens are yellowish, with several narrow bands of brown along each flank, with or without a band along the middle of the back; others are yellowish or olivaceous, reticulated and speckled with brown and light color, and others are bronzed, yellowish-green, or olive. The food consists of insects, worms, etc. *Opheosaurus* (ophis, snake, and *aurus*, lizard) is most often found in holes among the roots of trees and plants, or under rocks or fallen timber, in dry localities.

### ODD BITS OF INFORMATION.

#### III.

(Continued from May number.)

In relating his travels, which were published in 1774 and re-published in 1778, he is the first who makes use of the word Oregon. The origin of that word has never been discovered in this country. The first Catholic missionaries,—Father Demeres, now bishop of Vancouver island, and Father Blanchet, now bishop of Oregon City—arrived in Oregon in 1838. They traveled through it for many years, from south to north, from west to east, visiting and teaching the numerous tribes of Oregon, Washington territory and the British possessions. But in all their various excursions among the Indians they never succeeded in finding the origin of the word Oregon. Now it appears that what could not be found in Oregon was discovered by Archbishop Blanchet in Bolivia, when he visited that country, Chili, and Peru, in 1855 and 1857. The word Oregon, in his opinion, most undoubtedly had its root in the Spanish word *oreja* (ear), and came from the qualifying word *orejon* (big ear). For it is probable the Spaniards, who first discovered and visited the country, when they saw the Indians with big ears, enlarged by the load of ornaments, were naturally inclined to call them *orejon* (big ears). The nickname first given to the Indians became also the name of the country. This explains how Captain Carver got it and first made use of it. But the travelers, perhaps Carver himself, not knowing the Spanish language nor the peculiar pronunciation of the *j* in Spanish, for facility sake, would have

groove or fold along each side of the body portion; it has external ears, eyelids, a rather broad, thick tongue, and jaws which do not written it and pronounced it *Oregon*, instead of *Orejon*, in changing j to g. Such, in all probability, is the origin of the word Oregon. It comes from the Spanish word *Orejon*. This discovery is due, in justice, to the learned Dr. George Haygarth A. M. M. D., of London, a man well versed in the Spanish, whom the archbishop met in La Paz, Bolivia. So much for the etymology of the word Oregon. This probability becomes a conviction when we consider how customary it is for travelers in a new country to give appropriate names, and how generally these names are received, retained, and pass to posterity. We have not a few instances of this practice on the Pacific coast, and in Oregon in particular.

32. *The Kaleidoscope* was invented by Sir David Brewster, in 1818. He intended to patent it, but having inadvertently shown it to a London optician, he was forestalled and missed a large fortune. It was computed that in three months a quarter of a million were sold.

33. *Jury*. During the Saxon heptarchy, juries of six Welsh and six Anglo-Saxon free-men were appointed to try causes between Welsh and Saxon disputants. Alfred the Great, in 886, established juries on their present basis. Scottish juries consist of fifteen men, and the majority pronounce the verdict.

34. *Locofoco*. This term was first applied to self-lighting cigars, which had a match composition on the end. The name was first applied to a political party in 1835, at a stormy meeting in Tammany Hall.

During the confusion the gas lights were suddenly turned off. "The Equal Rights" party, having received information that such would be the course of their opponents, had supplied themselves with *locofoco* matches and candles, and the hall was lighted in a moment. The leading hostile papers dubbed them the "Locofoco party."

35. *Mad as a Hatter*. In the Anglo-Saxon, "mad" was a synonym for angry, or venomous; *atter* was the Anglo-Saxon name for an adder. The expression means, "As venomous as an adder."

36. *Mad as a March Hare*. March hare is *Marsh* hare. Hares are wilder in marshes than elsewhere, because of the absence of hedges and cover.

37. *Mother Carey's Chickens*. This is a name given by sailors to the stormy petrels. Mother Carey is "Mother dear" (*mater cara*), and the term signifies the Virgin Mary, the patroness of sailors. It was believed that the Virgin Mary gave notice of approaching storms by sending flocks of stormy petrels to warn them.

38. *Niagara*. It is a compound of two Indian words, *Niag hera*, "hark to the thunder."

39. *! and ?* The exclamation is composed of I and O, the former being placed over the latter. The question mark was originally composed of Q and O, the Q being placed over the O. These letters are the first and last of *questio*, question.

40. *Off the Hooks*. The hooks here alluded to are those upon which gate hinges are hung. the meaning is obvious.

41. *O Jiminy!* is a corruption of "O Gemini", a Latin invocation to the divine brothers, Castor and Pollux.

42. *O yes!* This expression, which is used by the bailiff in opening court, is a corruption of the Norman-French *Oyez*, "hear ye!"

43. *Pawnbroker's Sign*. The three balls were originally the arms of the Medici family, the earliest and most important of the money lenders of Lombardy. They were first used in London by the agent of that family, and were afterwards copied by others. They represent three gilded pills, and were used by the Medici in allusion to the profession of medicine in which that family was eminent, and from which they derived their name.

44. *Prince of Wales*. This title originated with Edward I. After he had subdued the Welsh he promised them, if they submitted without further opposition, to give them a Prince who was born among them and could speak no other language. Upon their acceptance he bestowed the title upon his son Edward, then an infant, born in Wales, and unable to speak any language.

## FREEDOM OF SPEECH.

BY MRS. M. D. L. HAYNIE.

There seems to be, in every direction, an increasing tendency to ignore, if not, indeed, to abrogate the laws that control the use of the English language. It is, therefore, to be feared that at no distant day, *good* usage, the legislature of language, will be supplanted by *popular* usage, whose generous impulses, destroying all boundary lines, allow one to choose his style of expression to suit his own taste, as he would choose a style of hat or necktie.

From every point of the compass, we hear a demand for easy methods of acquiring knowledge, and from no department does it come with more vehemence and persistence than from the department of language.

Educational journals teem with sarcastic remarks on the teaching of English grammar in the schools, and, from the rostrum, educators of renown are continually denouncing it. Parsing is condemned as a thing of the past, and, as seen by the electric light of the times, it looks too antiquated to continue any longer upon the stage.

Some *easier* method of teaching the children "*to speak and write the English language correctly*" must be found, they say; and more than one have had the temerity before now, to cry out, Eureka!

The so-called Natural Method, and the Meisterschaft System, which profess to give a thorough knowledge of any foreign language, in six weeks, without grammar or dictionary, have, doubtless, had much influence in molding the opinions of those who are the most energetic in the effort to put the English grammar out of the schools. They are not aware, perhaps, that many who have experimented with the "*Easy Methods*," are willing to admit that, in order to master the language, they have had to toil, patiently and persistently, with both grammar and dictionary, just as their fathers before them.

The result of this crusade against English grammar in our schools, has been *freedom of speech*, followed by anarchy everywhere. The parts of speech, finding themselves untrammelled, go "*at large*," and are seldom found where they belong. The adjective, without

the slightest hesitation, takes the place of the adverb, and one's ears are greeted, at every step, with, "*you are 'real good*," or "*awful kind*"; the adverb takes the place of the adjective, and one is told that he looks "*badly*" or "*nicely*," as the case may be; the verb *asserting its freedom*, locates itself where the participle should be, and cries out, "you had 'ought' to have 'went' sooner," the participle is found trying to perform the office of a verb, saying that he *done* it; and one conjunction is even now pushing another conjunction out of its place in order to announce that you write as "*though*" you did not believe in progress.

These are only a few specimens of the mixed English heard, not only from the masses, but from hundreds who have charge of the education of children, young teachers who have allowed themselves to be carried away, too easily, by the opinions of reformers who, it is painful to admit, stand in high places as educators.

No one will dare to say these statements are exaggerated, and it must be admitted that the evil is spreading.

Is there no remedy? Yes, there are two. Some are still among us who speak a strong, pure English, with great fluency. Much of their culture came to them by inheritance, but they were required to increase their knowledge of language, by learning how "*to parse*," as did Bryant and Longfellow, and a host of others, both men and women, who have left for the rising generations a grand legacy of pure and unmixed English. If the children of to-day could be brought into constant companionship with such men and women, they would, by a process of absorption, acquire a pure and ready flow of language; but the impracticability of this stamps the suggestion at once, as a thing to be ridiculed.

The other plan is to teach them how "*to parse*!"

Many are trying to rid themselves of the *popular* style of speaking, and for the benefit of such, a series of articles on false syntax and the remedy will be given from time to time in the ILLINOIS SCHOOL JOURNAL.

Everyone is receiving some kind of education. What shall it be?

# ILLINOIS SCHOOL JOURNAL

A MONTHLY EDUCATIONAL MAGAZINE.

PRICE, IN ADVANCE,.....\$1.50 A YEAR.  
IN CLUBS OF FIVE,.....\$1.25 "

JOHN W. COOK, EDITOR and PROPRIETOR.

NORMAL, ILL., JUNE, 1884.

Entered as second-class matter in the postoffice in Normal, Ill., for transmission through the mails.

When will book publishers consent to give us arithmetics without answers? When they are demanded by teachers, probably. Of all the ingenious devices which the human mind has prepared for defeating a teacher in his attempt to secure independent scholarship this should receive the crown. Like all the other temptations which go forth on a career of endless triumph, this strikes at the weakest spot in human nature.

The Book tells us that the unfortunate first pair fell because they wanted to compass the available field of knowledge at one effort, instead of taking the regular curriculum.

Laziness is the sin of sins. Short cuts are as much in demand as they were in the year one, *anno mundi*, and that is why teachers want books with answers.

They are an infallible recipe for stupidity—to produce it, we mean. They encourage the pupil in refusing to think and entreat him to grind for a figure. The result means no more to the average child than so many marks on the page. Don't believe it? Then try the following experiment. Ingeniously substitute, by pasting over the given answer, any other however absurd, and four of five will never notice the difference.

It is common in the experience of teachers to find pupils charging \$20,000 for building a fence around a forty acre field, or \$10,000 for plastering a room.

An intelligent young woman, who was much troubled with her arithmetic work, said, "charge it to the account of that teacher who for years made me work for the answer. She is still in our schools, doing incalculable injury."

It is not to be supposed that withholding results will cure such teachers. They will

compass heaven and earth to find how not to do it. All that they seem to seek is a show of work—a name. If the pupil "has been through the book" it is enough. But books without answers will be gratefully received by those who believe the primary purpose of arithmetical teaching to be something other than the ability simply to get an answer.

The migratory season has arrived. School teachers are dodging from one place to another like children playing at "Pussy wants a corner." Candidates are abroad laden with recommendations. These facts furnish the theme for a sermon under two heads.

1. If a community has succeeded in getting a good teacher and can hold him against the calls of other communities, it is literally mid-summer madness to let him go.

If a teacher has succeeded in a certain position this year he ought to do materially better in the same position next year, hence there is more or less loss to be considered by him when a change is contemplated. This often balances the apparent advantage of a slightly increased salary. Furthermore, it will take more than one year to work out to a point where it shall be seen by all men, any plans of importance that a teacher may have formed. It is worth one's while to stay until he has produced an impression.

And a Board should be able to see that a teacher who is worth anything the first year is worth more the second. Where it is possible there should be a substantial recognition of this fact. It pays all that are concerned.

2. Is there any candidate who cannot furnish abundant documentary evidence of the most unequivocal success? How does it happen that teachers who are known to be failures are "loaded to the guards" with the most flattering testimonials? School Boards defend themselves by saying that their recommendations are not considered of any value any way. Indeed, they are not likely to be unless more discrimination is manifested than is now common. But School Boards are not the only offenders. School principals sometimes smooth the ruffled plumage of some assistant who has been dropped for incompetency, by giving her a gorgeous recommendation to his fellow principals. This practice



has become so common that many are accustomed to do as Brother — did last week. A teacher applied for a position and presented the usual documents, one of which was from a well known principal. Brother — addressed him as follows: "I perceive that Miss — has a very full and flattering recommendation from you. Will you kindly give me your *personal* opinion of her fitness? All shall be *sub rosa*."

A certain teacher had been employed for several years in an Illinois town. At the end of the first year one member of the Board was satisfied of his lack of certain essential qualifications and voted against him, as he did for two successive years. After a time changed conditions rendered his services unnecessary, and so he was dropped. Desiring another situation, he prepared for himself a "gilt-edged" recommendation, which was signed by the remaining members, on the avowed ground that their signatures were of little account to him any way. On presenting his paper to the opposing member, he seemed greatly surprised at receiving a prompt refusal. Yet how can a member vote against an applicant because he regards him as incompetent, and immediately commend him to other Boards as possessing all the required virtues? Nothing is more common, however. It is time that Boards of Education should begin to deal fairly with each other. An endorsement should be unequivocal. There should be no implied necessity of reading between the lines to discover disapproval when unqualified approval appears upon the face of the document.

Tell the truth, gentlemen, or else say nothing.

The State will soon be resounding with the voices of the "Educators." Every county will have its institute, and in each there will be one or more addresses on the subject of education. At such a time, the demand for material for speeches is in demand. What could be more convenient than a sort of general outline, or universal formula, to be expanded according to the exigencies of the case?

An eminent educator suggests the following: An Outline for a Model Lecture on Pedagogics.

Introduction:—Failure of all existing systems, charging all evils to them.

I. New system outlined.

II. Pestalozzi and Froebel the historical precursors of the new system.

III. Marvelous results to issue at once from adoption of new system.

IV. Methods of putting new system at once into operation.

Conclusion:—Rejoicing in the new light and privilege of to-day.

That all existing systems have proved,—but we forbear. The task of padding for any given occasion is a comparatively small affair.

Wm. Hawley Smith, well known to our readers as a former County Superintendent and teacher, author of "Evolution of Dodd," a lecturer and reader of unusual force, can be obtained for a limited number of engagements at summer institutes; address him at Peoria.

#### BOOK TABLE.

ENGLISH CLASSICS, with explanatory notes. Clark & Maynard, New York.

This enterprising firm has undertaken the task of furnishing cheap editions of popular English classics, in a form available for school use. Over forty of them are now ready, and others are in course of preparation. They contain from thirty-two to sixty-four pages each, are 16mo., and are neatly bound in paper covers. The numbers at hand are: The Legend of Sleepy Hollow; Alexander's Feast, and Mac Flecknoe; Keat's Eve of St. Agnes; Cavalier Poets; and Rhetorical Training, by Charles H. J. Douglas, A. M.

Each volume contains a sketch of the author's life, and prefatory and explanatory notes. The notes are brief, but are sufficient.

Here is an opportunity for the introduction of the choicest literature for careful study, and at a nominal price. That they will do much to promote an interest in such studies cannot be doubted. We advise our readers to order some of them, and to give them a trial.

SKETCHES OF ENGLISH AND AMERICAN LITERATORS, both Ancient and Modern, by Prof. Albert Henry Thompson, Chicago, 1884.

This is a book of 324 pages, fairly bound, and printed in clear type. It contains over 600 names, furnishing a brief sketch of each. The price is \$1.50. It is a very convenient hand-book for ready reference.

Among the G's we notice Greeley, Jay Gould, Garfield, Gough; among the N's, Thomas Nast and Christine Nilsson; among the M's, Wayne MacVeigh and Joseph Medill. The quotations made show that the present generation is not unrepresented.

MONROE'S SUPPLEMENTARY SERIES. Cowperthwait & Co., Philadelphia.

The need of supplemental reading in our schools is now quite generally conceded. The absurdity of expecting children to acquire fluency in one of the most difficult of arts by the use of the meagre material furnished in the best series of readers, seems to be appreciated. In consequence, there has been a move among the publishers toward supplying the want, and the Cowperthwaits have not been behind their competitors.

We have before us four books, the Primer, and the First, Second, and Third Readers. They are neatly and firmly bound, and in general mechanical execution are excellent.

The Primer opens with some excellent hints to teachers. Will they read them and profit by them? The new words are introduced slowly and ingeniously. Thus, the first word is *man*, and from it *an* and *am* are formed. A similar effort to involve the known in forming new words is evident. The author urges the phonic method from the first, and the words selected are well adapted to the introduction of elementary sounds, being those to which the child is easily led. Script is employed from the first, in accordance with a method now rapidly gaining ground, and destined to be as common as the old "a-b-c" method.

The illustrations are as simple as possible, but are full of life and spirit. Many of them can be reproduced on the blackboard by a few skillful strokes, and thus the method described in Miss Nevins' article in this number of THE JOURNAL can be employed.

The transition from the chart to the book is rendered easy by the use of large, clear type in the early lessons. After a few pages the size is reduced, but it is nowhere too small.

This little volume bears, throughout, evidence of the thoughtfulness of the author of the series, Mrs. Lewis B. Monroe. The introduction price is fifteen cents, and the exchange price ten cents.

In the higher books the plan of introducing stories of some length, instead of chippy sketches, has been adopted. In the third book, the story about Prince covers forty-six pages. Slate exercises leading to composition are introduced in connection with the stories read. The children soon acquire readiness in expressing thoughts with the pencil, and delight in the exercise.

These books will be found to be full of interest to the young, and furnish at least a partial solution of the question of supplemental reading.

PEDAGOGY, by Edwin C. Hewett, LL. D., President Illinois State Normal University. Van Antwerp, Bragg & Co., Cincinnati.

The readers of THE JOURNAL will be pleased to learn that the series of articles that appeared in these pages has found a place between the covers of a book. The publishers have done a very neat thing in the mechanical features of the book. It is all that could be wished.

An extended review of the volume is not necessary. The title well describes the text. It is put with the characteristic clearness of the author's method, and is not inferior in helpfulness to any book of its kind now before the public.

The price is one dollar. It will be given as a premium for two subscribers to THE JOURNAL, at \$1.50 each.

ENGLISH ANALYSIS SIMPLIFIED, by Martha D. L. Haynie, Prof. of Modern Languages, Illinois State Normal University. George Sherwood & Co.

This is another of THE JOURNAL's publications that has taken shape in book form. The series of articles on English analysis, contributed by Mrs. Haynie, was so popular that there was a general call for its reproduction. George Sherwood & Co. undertook the task and issued it April 1. The old readers of THE JOURNAL will need no description of the work. To others it may be said that the purpose of the author is to explain the construction of language so clearly, by giving elaborate models of the various forms, that the pupil shall find the subject freed from much of its difficulty. The reputation of the author as a teacher is of such a character as to afford a guaranty that this has been done.

The book has already found a generous sale, and will prove to be very popular with teachers of grammar.

THE HOME BOOK OF POETRY AND SONG, illustrated.

Edited by Elmo. Caxton Publishing Co., Chicago.

This is a book of 544 pages, handsomely bound in gilt, and sold by subscription only. It is richly illustrated, many of the cuts being very delicate and beautiful. Two hundred and fifty authors are represented. Scarcely a reputable poet can be named who is not included in the list, and so far as time has permitted an examination, the extracts are made with unusual discrimination.

It is difficult to measure the good effects of such a book in the family. Especially is this the case in homes where books are not numerous.

The publishers desire agents. Their address is 313-319 Wabash avenue.

WURTZ'S ELEMENTS OF CHEMISTRY, published by Lippincott & Co., is a book of more meaning than its unpretentious title suggests. Its author, Monsieur Adolphe Wurtz, is a French teacher of large experience, and from a family of chemists.

The sixth edition of this work has been given to American schools through the labors of the translator and compiler, William H. Greene, professor of chemistry in the Philadelphia high school. The book will be of little use to the mere experimenter, for the experiments are typical, not exhaustive. But to the true student in chemistry its treatment of the leading laws and principles that underlie the science, its clear and concise explanations of chemical phenomena, its modern and valuable arrangement of the topics for discussion, will give helpful information not readily found in other books. Much of the work is new. Its formulæ are the latest. The illustrations are well chosen, many of them new, and all of them plain and clear. The book seems intended for two classes of schools: Such as have teachers accomplished in this science, or those who teach by theory rather than by proof. It is not written for amateurs. With brief directions, and almost wholly without cautions, the would-be experimenter would soon need the sympathy of his friends. Nothing is said of the management or the dangers of the oxyhydrogen blow-pipe. Iodide of nitrogen and nitro-glycerine are "explosive." Hydrogen arsenide is a "dangerous

poison." To use the book as a guide, every word of the author must be read with greatest care, and taken at its fullest meaning. The book is faultless in appearance within and without.

**BARTHOLOMEW'S INDUSTRIAL DRAWING**, new edition. Potter, Ainsworth & Co., New York.

No. 14 treats of mechanical drawing. It contains thirty-nine problems to be worked out with the use of a ruler, a right angle triangle, and a pair of compasses. Among the problems are the drawing of parallel lines, perpendiculars, the construction and division of angles, triangles, square, and various polygons, the circle, etc. Careful directions are given for the drawing of each problem. Application is made in forms for designing for industrial purposes.

No. 15 is a continuation of mechanical drawing, involving more extensive use of the circle, ellipses, and various curves. It treats of the construction of ornamental forms. Application in pointed arches, chimney piece, brackets, etc.

No. 16 treats of Sketching from Objects. The principles of linear perspective are first given with clear explanations and familiar examples. It gives the "blocking out" system used in landscape sketching. It is a very desirable book for advanced pupils, or for those who wish to pursue the study of sketching without a teacher.

### THE MAGAZINES.

We are not informed as to the length of **ST. NICHOLAS'S** list of subscribers, but it ought to have a million. The June number is like all of its predecessors—a gem. The series on "Historic Boys" is alone worth the full price.

#### THE CENTURY MAGAZINE.

The teacher will at once turn to President Eliot's article, "What is a Liberal Education?" It is good reading. It is a cheering fact that the president of the greatest of American universities is a nineteenth century man. He pleads with no uncertain sound for a place in the modern college curriculum for English language and literature, for French and German, for history and political economy, and for the natural sciences. And for these subjects he asks substantial recognition by the side of Latin, Greek and Mathematics. By his vigorous advocacy for this needed reform Dr. Eliot places himself by the side of the leading advocates of modern learning.

In the **ATLANTIC** we find the closing chapters of "A Roman Singer;" the continuation of "In War Time;" the second of Mr. White's articles on "The Anatomizing of Shakespeare;" "The Hessians in the Revolutions;" "The New Party," and a further complement of good things.

**THE POPULAR SCIENCE MONTHLY** has fourteen articles, besides the usual Editor's Table, etc.; Herbert Spencer continues "The Sins of Legislators;" Byron D. Halsted contributes an illustrated article on "Modes of Reproduction in Plants;" Oliver E. Lyman discusses "The Growing Pole and Wire Evil." The number also contains "A Sketch of Dr. Guyot," with portrait.

Few teachers who are interested in science will care to be without this magazine.

**SCIENCE**, published by the Science Co., Cambridge, Mass.

This is a high-class illustrated weekly publication, intended to mediate between the scientific specialist and the intelligent and educated man. While it sets forth many of the most important results of current scientific research in this country and throughout the world, these are given for the benefit of the layman rather than that of the specialist, and in language made "popular" by its perfect lucidity, without being written down to the level of the habitual novel reader, or gilded and frescoed to the taste of the literary aesthete. For the lay reader *Science* has the advantage of a wider and more varied field than most other American periodicals, and of a careful and entirely competent editorial supervision. From the "*American Naturalist*" it differs conspicuously, among other things, in the prominence given to the physical sciences as compared with the biological; physics, astronomy, and geography being especially well represented. A peculiar feature is the miscellaneous "Letters to the Editor," containing contributions of various grades of importance, from the modest request for information to the freshest contributions from the laboratory of the specialist. In this department interesting and instructive discussions frequently originate, in which one may see the scientific spirit at its best. With few exceptions the leading articles are prepared by men of authority in their specialties, and the freedom of discussion allowed, and indeed invited, by the management, is such that any chance error or misstatement is speedily hunted out and exposed by some competent critic. The summary statements of the progress of science, as illustrated in the proceedings of scientific societies and in the intelligence from scientific stations, are usually carefully prepared, and afford a very good idea of the direction and activity of scientific work in America. But it is, perhaps, in the department of criticism that the influence of *Science* is likely to be most widely felt, as it is certainly most needed. Here favorable comment has not that nauseous flavor of publishers' notices which pervades most of the so-called scientific criticism in this country, where all discrimination is lost in a universal good nature, and for the explanation of unfavorable criticism one need not look to personal pique, or jealousy, or clique, or local prejudice. The critics of *Science* seem, as a rule, to criticize with intelligence, candor and conscientiousness. The editorial articles contain much interesting comment on topics of current scientific interest, but this department might be strengthened, we think, with great advantage to the influence of the journal.

The form of the journal is very convenient both for use and for binding, its typographical appearance is good, and its illustrations are sufficient to their end.

To one who wishes to keep up a knowledge of the tendencies and results of American work in the physical and biological sciences,—to the teacher, especially, who would feel in his own mind something of the thrill and stimulus of progress in the conquest of nature by the human mind, we can cordially commend *Science* as well-nigh indispensable.

S. A. F.

**PERSONAL.**

Jesse Hubbard takes charge of the Pontiac schools.

T. B. Crisp changes from Irving to Raymond next year.

J. L. Hartwell succeeds Mr. Hubbard at Washington.

John P. Yoder remains in Bushnell, with an advanced salary.

W. C. Barnhart was unanimously reelected at Mount Vernon.

R. M. Hitch, for several years in charge of the Griggsville schools, goes to Pittsfield.

E. E. Brown, of Belvidere, was reelected at a somewhat reduced salary, but promptly declined.

A. C. Butler has been reelected at Beardstown. He graduated a class of two boys and nine girls, May 16.

J. F. McCullough exchanges Chandlerville for Virginia. He is succeeded at C. by H. N. Foltz, of Fowler.

Late news from Chas. DeGarmo reports him and his well and happy. He is in the university at Jena bei Weimar.

J. Cal Hanna, of the Illinois Normal class of '76, delivered the oration at the Ohio reunion of Beta Theta Pi, at Columbus, April 24.

Austin C. Rishel, of the Illinois Normal class of '84, is elected principal of the Paxton schools. Mr. Gove declined a reappointment.

Alfred Baylis sends us an invitation to be present at the twelfth graduating exercises of the Second Ward school, Sterling, June 4. Thanks!

John W. Gibson declines a reappointment to the principalship of the Normal public school, although unanimously reelected. He leaves to the great regret of the School Board.

**ILLINOIS NORMAL.**

Prof. James writes that we may count one more in his family now. A bouncing boy of standard weight and size is the most recent fact in his experience.

The year has been an exceptionally joyous one. The young people are setting an excellent example to their elders in the matter of sociability, and the pupils and teachers are coming into more intimate personal relationship than ever before.

The name of Joseph G. Howell is not so familiar to the later students of the school as it should be. There will soon be placed in the High School room, however, a fitting tribute to his memory. It is expected it will be ready for dedication by commencement, and that it will be unveiled with fitting ceremonies.

The speakers for commencement have been selected and are now in training for the great occasion. They are as follows: Salutatorian, Mr. Harvey; Valedictorian, Miss Caughey; Orators, Austin Rishel and W. D. Edmunds; Essayists, Misses Fuller, Montgomery and Campbell.

When the future historian writes the record for the year of grace '83-4, it will be known as the era of good feeling. For the first time Section C has been recognized as the heir apparent, and Section A has done itself proud in courtesy and generous hospitality. The ball was opened by Section A about the first of May. The members of the class invited Section C and the faculty to a reception in Philadelphia hall. The exercises consisted of brief addresses by the two class presidents—Misses Hall and Hodgman—by Mr. Harvey, Mr. Aldrich, and Miss Lungpr, of Section A, and by Mr. Karr, of Section C, and Mr. Cook, of the faculty. Mr. Milliken favored the audience with an original, impromptu song, which was singularly pathetic and affecting. At the conclusion of the exercises

the guests of the class were invited to the great hall, where an elegant collation had been prepared. The whole affair was a model of its kind. Nothing occurred to mar the pleasure of the occasion, and everybody was especially bright and happy. On Saturday afternoon, May 24, Section C returned the compliment by inviting Section A and the faculty to a lawn picnic on the campus. The day was perfection itself. At 5 o'clock the guests assembled and found Section C awaiting them. A more beautiful picnic ground could not be wished for than can be found in a half dozen situations on the spacious campus. The site selected is a short distance southeast of the building, in a group of maples. Tables had been spread with the delicacies of the season. It is needless to say that there was a delightful amount of "feed and fun."

**SOUTHERN NORMAL NOTES.**

Commencement June 12.

On May 8 the Zetetic Society gave a dramatic entertainment, by which they cleared about \$75.

Mr. George V. Buchanan, of the present class, has secured the principalship of the Salem schools.

John Marten, of '83, has been reelected to the principalship of the Albion schools, at a salary of \$100 per month.

Mr. J. D. McMeen has been reelected to take charge of the school near Tamaroa, Illinois, so long taught by "Father Roots."

During the middle of May Prof. Parkinson was absent about one week, caused by the sickness and death of a brother from San Jose, Cal.

The new catalogues are nearly ready. They are in the hands of Mr. John Barton, of Carbondale, and will be a credit to the school and the publisher.

Mr. Launey, photographer, of Shelbyville, Ill., has been in our place taking pictures of seniors and others, preparatory to the separation that characterizes the close of the school year.

Prof. Hull will have charge of the public school exhibit at the National Teachers' Association, to be held in Madison, Wis., during July 14-17. Other members of the faculty are likely to attend.

Prof. French has about one hundred silk worms which he is growing. He reports they are in a healthy condition, and furnish an example to his students in natural history of what the little things are capable of doing.

The trustees ordered the erection of a building suitable for the janitor. It is in close proximity to the new building, and will be a great convenience. Since the fire he has been obliged to live a distance up in town.

The annual school picnic was enjoyed on May 29. It consisted of an excursion to Chester, where the students and some of the teachers enjoyed a visit to the prison, a tramp over the hills and rocks, and a pleasant dinner in an adjoining grove.

The exercises of commencement week will be held in a large tent, which will be pitched on the ground in front of the ruins. Gov. Hamilton will deliver the annual address. The honors of the class are: Valedictorian, C. W. Treat, Salem, Ill.; Salutatorian, Miss Alicia E. Beesley, Linn, Ill.

At the last meeting of the Board of Trustees Miss Alice Raymond's resignation was accepted, and Miss Ford, of Conn., was elected to fill the vacancy. Miss Mary A. Sowers also resigned, whose place was filled by Miss Alice Krysher, of the class of '82. The resignations are to take effect at the close of the present school year.

The program for commencement week is as follows: Sunday, June 8, at 10 A. M.—Annual Sermon to Graduating Class, by the Principal.

Monday, June 9, at 8 P. M.—Under Graduates' Exhibition by the Socratic Society.

Tuesday, June 10, at 8 P. M.—Under Graduates' Exhibition, by the Zetetic Society.

Wednesday, June 11, at 8 P. M.—Alumni Anniversary.

Thursday, at 9:30 A. M.—Graduating Exercises of Senior Class. 2 P. M., Annual Oration to Trustees and Faculty, by his Excellency, John M. Hamilton. 8 P. M. Alumni and Graduates' Social Reunion.

Annual Examinations, Tuesday and Wednesday. The public exercises will be held in a large tent provided for the occasion.

## STATE NEWS.

### BOONE COUNTY.

The Boone County teachers' institute was held in the High School room on the South Side, Belvidere, March 31 to April 4, inclusive. The instructors were, Mrs. J. E. Clark (County Superintendent of Boone County), Mrs. Mary L. Carpenter, of Rockford, and Messrs. H. J. Sherrill and E. E. Brown, of Belvidere. There were nearly one hundred teachers in attendance, and the sessions were full of interest from beginning to end. State Superintendent Raab was with us Tuesday afternoon, and gave an excellent talk on primary reading. In the evening he lectured in the Baptist Church on "The True worth and Dignity of the Public School." Col. Parker addressed the institute Friday afternoon on several branches of school work, and lectured in the evening on "Common Sense in Education." He delighted both of his audiences, and did the schools a good service.

Among the pleasant features of the institute were the sociability of the teachers in attendance, their regularity and punctuality, and the interest manifested by a number of the citizens of the county. The institute, as a whole, reflects much credit on the management of the County Superintendent. X

### LAWRENCE COUNTY.

The district schools average about six months school a year.

Lawrence County, at present, is more enthusiastic on the subject of education than it has been at any previous time. There are eighty-two teachers employed in the county, and about one hundred teachers residing in the county; but a number of these are not professional teachers, merely resorting to that employment at times when they could do nothing else. There are about twenty teachers that are, as we term them, pioneers in the county, but they are fast falling out of rank and their places filled with live, energetic, normal teachers.

Our County Superintendent, C. H. Martin, is an earnest worker and does much by example. He is a teacher of experience and has had special supervision of the schools since last fall. In that time he has visited most of the districts. He will conduct a normal of six weeks at this place this summer, beginning July 14th. He has engaged Miss Telford, of Normal, Ill., and Mrs. P. G. Anderson, a teacher in our school. Superintendent Raab and Prof. Brownlee will be present some part of the time.

There have been two normals conducted in the county, and a Teachers' County Institute has been held every year since 1878. In many of the townships the teachers held institutes once a month. This has done much to bring the normal methods before the people, as there was always some of the employers present and could not avoid comparing the "old" and "new" methods. It has served to educate the patrons as well as the teachers, for now inquiries are made as to the qualification of an applicant before engaging him to take charge of the school.

You shall, perhaps, hear from us again during the summer. ANON.

### HENDERSON COUNTY.

Major Brock is finishing the Gladstone school alone.

Prof. M. J. McCormick is principal of the Raritan schools.

Prof. Aleshire, assisted by his wife, is doing good work at Carman.

A Teachers' Institute will be held at Olena the first Saturday in June.

The Superintendent has announced that she will hold no more examinations until August.

Miss Cameron has made arrangements to hold the Summer Normal in Biggsville this year.

The Teachers' Institute held at Biggsville May 10, was quite well attended. The County Superintendent presided, and Miss Fannie Musgrove acted as secretary. Several persons, whose names were on the programme, did not put in an appearance, and a number of the subjects were omitted, not because they were not of a practical nature, but because some of the teachers did not seem so much in a mood for discussing, as at the previous meeting. The following subjects were discussed: Mary Schultz read a paper on "Primary Work" and Alice Burriss one on "How to Teach Fourth and Fifth Reader Pupils." Ritta Wilson gave her "Best Method of Controlling Whispering." She would wait two weeks (?) and gain the love of the pupils before she would make any rules on the subject. Exceptions were taken to this, of course. Some teachers would make no rules; another would put pupils on their honor; and another would confine whispering to seat mates, as more noise was made by study than whispering. It was said there were not ten pupils in the county that would tell the truth, if put on their honor, in regard to whispering. Maria Tolman illustrated her method of teaching, representing numbers by objects. All were much interested and highly pleased with this exercise. I saw this method of teaching illustrated sixteen years before at the State Teachers' Institute of Indiana, though there are some teachers here who never saw it before. The Institute closed with a well-rendered recitation by Miss Fannie Musgrove. Some of our teachers are still in the old ruts. One of our best teachers has been violating an educational principle by sending his pupils to the dictionary for every word of which he does not know the meaning. Another uses the old "a b c" method. Prof. J. M. Akin gave a talk on "Grading Country Schools." He was in favor of this plan, but said it could not be done, because the law allows patrons to say what their children shall study. He thought the Legislature ought to pass a law giving directors power to grade the country schools. This subject should be discussed in every Teachers' Institute in Illinois, and the directors should be called in to take part therein. Prof. Reynolds read an excellent paper on "Examinations." Major Brock made a speech on "Orthography." He would give particular attention to the sounds and pronunciation of every syllable in a word. M. J. G.

### HENRY COUNTY.

Alpha has decided to build a new school-house.

Woodhull wants a good primary teacher for next year.

Prof. E. N. Cook will spend the summer traveling in the west.

Miss Ida Palmer and Miss Franc Porter have returned from Normal, and are teaching country schools near Kewanee.

Prof. W. A. Jones is now teaching short-hand in Galva. He will soon return to Geneseo and remain permanently in the Normal.

The last monthly report of the Galva schools shows an enrollment of 536. They are losing none of their efficiency under their new Superintendent, Colonel J. McClenahan.

Atkinson alone, of all the graded schools in the county, was not represented at the institute. We are sorry not to have made the acquaintance of Mr. Luse at the gathering of the clans.

The work of repairing the building, which is to be used for the Presbyterian Collegiate Institute, in Geneseo, is progressing rapidly, and the school will be ready for work next September.

The Northwestern Normal, at Geneseo, is an institution of which we are all proud. The gentlemanly and scholarly managers, Profs. Cook and Stevens, are making this school a wonderful success, considering the short time it has been open to receive pupils. Miss Daisy Burgess, of Indianapolis, opened an art department in the Northwestern Normal on the 15th inst. About fifty elms and rock maples were set out on the school grounds this month.

#### STEPHENSON COUNTY.

Carrie E. Duth, of Freeport, is obliged to leave school work on account of her mother's sickness. Her place is being filled by Miss Julia Osbourn.

✓ The Superintendents of Stephenson, Ogle, Winnebago, Lee, Whiteside, DeKalb and DuPage are getting out a Manual and Guide for the rural schools. It will be ready for use by September.

The Stephenson County Institute will be held in Lena, commencing August 11.

The Lena District Institute will hold its next meeting on the second Saturday of June. Edward Weirick, of the grammar department, in the Lena schools, is president.

Notwithstanding the low wages paid in many of our districts, the schools are now all supplied with teachers for the spring term.

Some work is being done in the way of object lessons in natural history, in the lower grades of the Freeport and Lena schools. SCRIPTOR.

#### CUMBERLAND COUNTY.

Good reports come from all parts of the county. This is greatly due to the large attendance at Normal last fall. As a natural result wages are becoming better.

The County Normal will be held in Toledo and will begin July 14, and continue for five weeks, at the close of which the week's Institute will be held. The outlook at present is flattering for a large attendance.

The public schools of Neoga closed May 29.

Some of our country schools do not close until the first of July.

Mr. Miller is increasing the requirements of the teacher's certificate, and of course some teachers are necessarily left out. This is a long step in the right direction, for we need better qualified teachers.

No doubt, our Board of Supervisors will grant Superintendent Miller time for visiting the schools in the different parts of the county.

It is rumored that Louis Dicius, principal of the Greenup schools, will run for State's attorney the coming campaign.

The lecture in Neoga, given by the Hon. Richard J. Oglesby, May 8, may be considered a geographical and historical treat.

The Normal will be conducted by County Superintendent Miller, and G. W. Monroe, principal of the Neoga schools. G. W. M.

#### VIRDEN.

Our term of school closed on April 23. A class of five young ladies graduated, as follows: Kent R. Dunlap, Mary K. Simons, Mollie L. Chedister, Emma E. Hord,

and Eva E. Shanklin. The Commencement exercises occurred in the evening at the Opera Hall. The hall afforded seating accommodations for about five hundred persons, all of which was occupied, and, also, every foot of standing room. The class address was given by Rev. D. T. Morrill, and diplomas presented by the Principal. The profusion of floral tributes was great. The essays, music, and address were all excellent, and were highly enjoyed by those assembled for the occasion. This was our second annual commencement. These occasions create a great enthusiasm among our people, for the schools, and are, for the present, we believe, productive of much good.

The total enrollment for the year was 493. The number in the High School 76, and the number in the High School at the close of the year, 54.

A new four-room building is being erected, and one additional teacher will be employed for the coming year.

Most of the old teachers will be retained. B. F. Stocks has been re-elected as Superintendent and Principal of the High Schools, at an advanced salary.

An effort is being made to extend the term to eight months,—we have had but seven the past year.

Regent Peabody, of the Illinois Industrial University, of Champaign, spent a day with us the last week of the term, observing the work with a view to placing the school on the accredited list.

D. G. Duell, our second intermediate teacher, has gone to Dakota to spend the summer and to locate a homestead claim. He is a soldier of four years' service and will therefore perfect a claim and obtain a title in one year.

T. B. Toney, our Grammar teacher, had the misfortune to lose his wife late in the winter. He is retained in the schools, but talks of spending part of the summer in some of the Western States.

Principal Stocks returned with his family to Cerro Gordo to spend the summer; he owns property at that place and now occupies it. \* \* \*

#### FREEPORT.

Superintendent Snyder has received numerous invitations to repeat, as a lecture, the address he delivered at Dixon before the "Northern Illinois Teacher's Association" upon the subject, "What is Our Aim?"

The teachers of the city are under great obligations to Principals Peet and Irish, of Dubuque, and Superintendent Kimball, of Elgin, for kindness shown to them in their recent delightful visits to the schools of those cities.

At the May meeting of the Freeport Teacher's Association the following teachers took part in the regular programme: Miss Carrie B. Kimball, Miss Ida H. Galloway, Miss Clara H. Miller, Miss Kate Goodhue, Miss Florence Darrah, Mrs. T. C. Porter, Miss Silena Gransden, and Miss Cora E. Rundlett. The session was a very interesting one.

On Friday, May 2d, the teachers of Freeport visited the schools of Dubuque, Iowa, and Elgin, the schools having been closed for this purpose by the Board of Education. Miss J. A. Judson, Principal of one of the Grammar schools, was taken sick on the way, and she has been lying seriously ill at the residence of her brother, at Elgin, ever since. Miss Ella K. Briggs, her assistant, who is well remembered at Normal, is the Principal in Miss Judson's absence, assisted by Miss Emma F. Curry, a graduate of the Freeport High School.

In an examination held by Supt. Snyder, on May 2d, to fill a vacancy in the Primary department, there were ten applicants. Miss Julia Osborne, one of the most successful teachers in the county, won the appointment. In these examinations the following essentials are considered:

1. Candidate must be at least nineteen years of age.
2. They must hold a county certificate.
3. They are required to reach, as a minimum standing, an average of 75 per cent. in the examination conducted by the City Superintendent.
4. These conditions having been fulfilled, preference is given the one who has had the most successful experience, and who, likewise, presents the best personal qualifications.

This plan has operated with great satisfaction. It relieves the Board of Education and the Superintendent of the charge of favoritism, is just to the candidate, and, what is of the most importance, secures for the schools those only who are competent to teach.

#### SPRINGFIELD.

The price of tuition in the High School, for non-residents, is now fixed at \$42 per annum.

The pay roll of teachers for April was \$3,289; the average attendance of pupils belonging was 97.2 per cent.

The President of the Board and Superintendent of Schools are added to each standing committee of the Board.

A written examination in Mental Science was taken by the teachers at the Teachers' Institute, in April, with fair results.

The review of the previous four year's work hitherto taken by the senior class is done away with, and the yearly average, and standing for the previous years in the course, now constitute the basis for determining the final rank and honors in the graduating class.

The graduating class consists of twenty-two members, fourteen girls and eight boys. Commencement exercises take place in Chatterton's Opera House in the forenoon of June 6. The girls, as is so often the case here and elsewhere, carry off both honors. Two of the class are colored.

It appears, judging from several cases, that, if a teacher (male) be absent on account of sickness for four weeks, he is allowed half pay for the time; in all cases where absence exceeds that time, full pay is forfeited. If absent for a short time he loses nothing from his salary. Women are docked for any absence, be it long or short.

The supplementary reading matter is furnished by the different book stores, as follows: At Harts', Abbot's Life of Franklin, Columbus, and Washington, 60 cents each; at Simon's, Robinson Crusoe, 30 cents, Scribner's Geographical Reader, 60 cents, and Goodrich's Child's History of the United States, 35 cents; at Brown's Around the World, paper covers 20 cents, stiff covers, 50 cents, Life of Lincoln, 60 cents.

#### CAIRO.

We hear no talk of an institute in this county, and think there will be none.

Mr. Woodward, Superintendent of the Mound City school, is conducting a summer training school for the teachers of Pulaski and surrounding counties.

In addition to his other work, Prof. Armitage has been filling the place of Mrs. Taylor, who resigned this term. The board was unable to obtain a suitable person for that position in time to commence the spring term.

At a recent election, Captain McKnight and Mr. H. H. Candee were elected members of the Board of Education. The former is an old teacher and college graduate, and is now superintendent of a branch of the Mississippi River Improvement. The latter is among the best citizens of the place. These, with the old members, give Cairo a Board of Education that it may well be proud of.

The schools close here on the 30th of this month. The year's work has been marked with no unpleasant or disagreeable occurrences. All has gone on smoothly and agreeably. The superintendent has been strict and thorough in his work, and endeavored to have the teachers so in theirs; in this endeavor he has had the entire support of the teachers. It is expected that there will be but few changes in the corps of teachers next year.

There has been a great falling off in the attendance in all the higher grades, caused mainly by the pupils leaving school to commence work for the spring and summer. They return in the fall, wishing to take their places in their class, claiming to have studied in the summer. They have crammed enough into their heads, perhaps, to stand an examination, and are admitted to their former position. This has heretofore worked a great evil in the grading of the schools. However, the superintendent does away with that method of work by ruling that no examinations are to be held in the fall, and those wishing to stand examinations for their place in the class must be present and pass the test examination for certificates with the rest of the class at the close of the spring term.

R.

#### KANKAKEE.

Commencement will occur Thursday evening, June 12.

Two or three of our teachers expect to attend the National Association.

The teachers are pleased with the new dress of THE JOURNAL, as well as with its many interesting articles.

The High School has been having one session a day since May 12. The pupils are busy collecting their zoological and botanical specimens.

The County Normal Drill will be opened July 21. Mrs. Dye has engaged Leslie Lewis of Hyde Park, and F. N. Tracy and Mrs. F. N. Tracy as instructors.

The attendance in the public schools of the city is large. In three of the primary grades it has become necessary to have half day sessions in order to accommodate all the pupils.

The County Superintendent, Mrs. Dye, is supplying the place of Miss Coman, one of the assistants in the High School, who was obliged to stop teaching, on account of poor health.

At the last meeting of the Board the entire present corps of teachers were reelected, with the exception of the Superintendent, who had been reappointed at a previous meeting. There will be some new teachers elected hereafter to fill the places in the new ward building.

The County Association met at St. Anne on May 17. The meeting was a very interesting one. The old but ever-important subject, "How to Teach Reading," was discussed in a profitable manner by Miss Talmage, as was also a method of "Teaching Mental Arithmetic" by Miss Perry, and "Mispronunciation" by Henry Mather. The above, in addition to a postponed paper by Mr. Martin, constituted the exercises of the afternoon. Rev. Mr. Chimiquy, met the teachers at the depot, and informed them that he had provided a free dinner for all.

F. N. T.

#### NORTHERN ILLINOIS TEACHERS' ASSOCIATION.

The N. I. T. A. held its April meeting at Dixon, April 26. Although the number in attendance was small, much interest was manifested. Prof. H. L. Boltwood gave a scholarly lecture Friday evening, on "Imagination as a Factor in Education." Supt. Leslie Lewis, of Hyde Park, gave a paper on "Written Examinations," producing, as it seemed to us, unanswerable arguments in its favor. Supt. C. C. Snyder, of Freeport, gave a paper on "What is Our Aim?" A warm discussion followed, in which the paper was heartily approved. A motion was adopted by the Association requesting its publication in the Freeport papers. The September meeting will be held in Aurora.



## ADDITIONAL LIST OF SUMMER INSTITUTES.

- Adams, Clayton;** July 14, and continuing four weeks. Conducted by John Jimison, assisted by H. M. Anderson, W. S. Gray, and others. John Jimison, Co. Supt.
- Brureau, Princeton;** June 23, and continuing three weeks. Conducted by Jacob Miller, assisted by Prof. J. N. Wilkinson, Prof. Reeder, Miss Julia E. Kennedy, and E. Saidee Hughes. Jacob Miller, Co. Supt.
- Clay, Louisville or Flora;** July 14, and continuing six weeks. Conducted by C. W. Mills, assisted by Prof. John H. Tear, W. J. Bryan, and Prof. McCormick and daughter. C. W. Mills, Co. Supt.
- Clinton, Carlyle;** July 7, and continuing two weeks. Conducted by Prof. D. B. Parkinson, assisted by J. H. Loughden. G. A. Beattie, Co. Supt.
- Crawford, Robinson;** July 21, and continuing six weeks. Conducted by L. E. Murray, assisted by W. H. Warvel. Henry O. Hiser, Co. Supt.
- Douglas, Arcola;** July 7, and continuing six weeks. Conducted by J. R. Burres, by Prof. T. C. Clendenen, T. H. Haney, Miss Lottie E. Jones, and Miss Nora A. Smith. J. R. Burres, Co. Supt.
- Hardin, Elizabethtown;** August 18, and continuing two weeks. Conducted by Prof. J. H. Brownlee, assisted by others. J. H. Jenkins, Co. Supt.
- Henderson, Biggsville;** July 28, and continuing two weeks. Conducted by C. F. Kimball, assisted by Miss Mary Hartman. Elizabeth A. Cameron, Co. Supt.
- Jo Daviess, Warren;** August 11, and continuing two weeks. Conducted by R. L. Barton, assisted by Henry L. Boltwood and Flora Pennell. Robert Brand, Co. Supt.
- Kankakee, Kankakee;** July 21, and continuing two weeks. Conducted by Mrs. L. W. Dye, assisted by Prof. Tracy, Prof. Leslie Lewis, and Mrs. Tracy. L. W. Dye, Co. Supt.
- Monroe, Columbia;** July 14, and continuing two weeks. Conducted by Chas. I. Parker, assisted by others. W. H. Hilyard, Co. Supt.
- Montgomery, Hillsboro;** beginning August 1, and continuing three or four weeks. Conducted by Jesse C. Barrett, assisted by others. Jesse C. Barrett, Co. Supt.
- Peoria, Brimfield;** July 7, and continuing three weeks. Conducted by Mary E. Emery, assisted by N. C. Dougherty, Geo. Knepper, H. N. Halleck, and C. R. Vandervort. Mary W. Emery, Co. Supt.
- Pike, Pittsfield;** July 7, and continuing six weeks. Conducted by J. L. Hartwell, and C. I. Parker. R. M. Hitch, Co. Supt.
- Pulaski, Mound City;** June 27, and continuing one week. It will be conducted by G. H. Woodward, assisted by Co. Supt. Mrs. H. M. Smith. Co. Supt.
- Putnam, Hennepin;** August 14, and continuing one week. Conducted by Prof. H. L. Boltwood, assisted by local help. J. H. Seaton, Co. Supt.
- Randolph, Sparta;** August 4, and continuing four weeks. Conducted by Prof. J. S. Stevenson, Principal of Clay school, St. Louis, assisted by others. S. B. Hood, Co. Supt.
- Schuyler, Rushville;** July 14, and continuing five or six weeks. Conducted by Nathan T. Veatch, assisted by Henry H. Foley. Henry H. Foley, Co. Supt.
- Whiteside, Morrison;** July 21, and continuing three or four weeks. Conducted by B. F. Hendricks, assisted by A. Bayliss, H. B. Scott, and others. B. F. Hendricks, Co. Supt.

Woodford, Metamora (probably); July 7, and continuing two or three weeks. Conducted by James Kirk, assisted by several good educators. James Kirk, Co. Supt.

## COOK COUNTY.

Henry Raab, State Superintendent of Illinois, delivered a lecture before the Teachers' Institute of Cook County upon "Primary Work", April 12th, from which we quote the following:

"They lay deep foundations, who wish to build strong. Primary teachers, like masons, should place each stone accurately, and each should be carefully cemented. A successful educator declared he would rather be the best Primary teacher than the President of the highest University. Correct methods must be adopted. The term *method* is abused, every little contrivance being so denominated. Correct methods are correct ways to an end and should be mastered to save time, as *time* should never be lost, and work should be done as a pleasure, and not as a disagreeable task. Correct methods are truths; incorrect methods never lead to morality. We desire results; some may say no matter how obtained; but such might as well expect to graft a hickory tree on a plum tree and expect fruit. There are no correct results without correct methods. Methods are of two kinds,—the pouring in and the drawing out process. The first is like pouring into a gallon jug; unfortunately it can also be poured out of the jug. The drawing out process organizes, mixes in, and is a source of strength. For instance, when teaching music, it may be stated there are three elements,—rhythm, dynamics, and melodic,—and each may be defined as well as other points, but by such talking the pupil cannot be expected to learn music. A drawing-out teacher desires tones, and when the pupils have learned to sing the knowledge is solidified by learning the above-mentioned parts. Geography is not properly taught by mentioning the five continents, but by drawing attention to surrounding locations, gradually the County in which the pupil resides, the State, and in time the various countries and their relations to each other. Some attempt to teach arithmetic by defining it, and telling what simple and concrete numbers are, instead of forming the definitions and rules after the system has been developed. Analysis pulls apart; synthesis puts together parts to make the whole. It is best to take them together as the analytic-synthetic system.

"Language and numbers are the first requirements, and a skillful instructor teaches language with numbers. At first children are not able to use text-books. There are many text-books that are excellent in their logical connection and make-up; but what connection have the names a. b. c. to the sounds of those letters? C-a-t,—absurd combination! This is equally true in "dog". Such a method is immoral, because of absurd, untrue associations."

Mr. Raab said he first taught as an assistant in a mixed school, composed of pupils six, ten and fifteen years old. The school room was very large, but the recitation room in which he taught was six feet by ten with four bare walls, one window, no stove,—although it was winter,—no blackboard, no seat for the teacher and no chart. What to do with the younger pupils puzzled his ingenuity and he sought the advice of the Principal, who required the class to appear each armed with an archaeological cabinet—Webster's Spelling Book. It is four columns of the alphabet. They were told to begin by placing a finger on the first letter. The alphabet was repeated three times, the pupils placing their fingers promiscuously, as they proceeded,—as on "a" c "x", when they were saying "j"; they were then told to go to their seat and study the lesson.

The phonic word system should be used, and in the following manner:

1. Presentation of objects and examination of same.
2. Conversation about these objects; object lesson.
3. Careful pronunciation of the words representing these objects.
4. Analysis of these words into their component elements.



5. Combination of sounds into words.
6. Presentation of the word as a whole in script.
7. Reproduction of the word by the pupils.
8. Writing the word by dictation.
9. Reading the word.
10. Formation of new words out of the elements learned. Suitable objects are:—Ear, oak, arm, meal, aw, ice, kite, rope, mouse, nest, oil, milk, egg, cow, shoe, babe, door, face, hook, veil, water.

"For a while object lessons were the rage,—a panacea for everything during five or six years. Books of questions were prepared for conducting the lessons, until children were tortured by them. When, however, conversations are conducted in a skilful manner, as a mother with her children, such lessons become a decided element of progress. For instance, 'with what do you hear?' What do you say first in speaking 'ear'? Repeat 'e-r' until every sound is recognized and becomes a source of strength, which they can carry home thoroughly learned. When properly trained children will analyze any word spontaneously. Teach them also to distinguish between vowels and consonants. There can be no pleasant school without singing; and they can be taught that all the letters they can sing are vowels; those they cannot sing are consonants.

"Declamation of suitable poems should be taught, and gesticulating; also puzzles. Tell stories and have the children re-relate. Stories from the Old Testament are excellent. Drawing should be taught from the very start. As an instance of the child's aptitude, note at how early an age it will draw, if living near a railroad track, such a complicated thing as a car.

"Large slates, eight by fourteen inches, at least, are far preferable to the small ones, four by six, so frequently bought. Long and sharp slate pencils should always be used, and strict attention should be paid to the position and manner of holding them. They can be sharpened by children who can be divided into a certain number of squads, and be held responsible for their quota of pencils; the more children are required to do in such respects, the more interest they will take in the school. The pencils and other utensils kept by the teacher should be furnished by the School Board.

"It is well to have a slate drawn or painted with white paint on the black-board. From the left hand upper corner of the slate to the left hand lower corner have a straight line drawn; then from right hand upper corner, from upper middle to lower middle, from diagonal corners; also vertical lines the width of the thumb apart, thus teaching spacing; then horizontal lines five-fourths of an inch apart, as the proportion of letters is as one to five. As a preparation for writing let saw teeth be drawn between these lines; then the picture of an egg, and hang it by a string; also, represent the regular coilings of a rope; in this manner the little ones will obtain ideas of form. Draw the picture of a hat—talk about it, analyze the sounds, and write the word; have the pupils form the word in the air, and afterwards on their slates. *Whatever the child does must be seen by the teacher; only the best work of the teacher is just good enough for the children.* The children will grasp and read easily, and also write from dictation such words as top, tot, pot, hat, gun, nest, fish, lamp, fat, kit, cat, box, jag, dot, wing, chin, moth, base.

"The unit of language is not the word but the sentence. Capitals must be used immediately—one after another as it becomes necessary, as, 'A man has a fish'—five words; what kind of an 'A'? Why? Write it. Up to this time only short vowels are learned. Now show the difference between long and short a, as in hat and hate; place e at the end of hat and teach the force of silent e. Thus far script has been used. Now print words and sentences on the board, and print a lesson from the book on the board, with as many lines as in the book. Pupils should not read in the book until they can read fluently, and then they should be taught to study their lessons."

Mr. Raab ended by saying that he could conceive no greater pleasure than that which comes to the teacher, and that there is nothing grander on earth than his work.

E. H.

OFFICE SUPT. PUBLIC INSTRUCTION,  
SPRINGFIELD, ILL., May 15, 1884.

To all concerned:

A Convention of Institute Workers, as heretofore announced, will be held at the Normal University, at Normal, beginning Tuesday, June 24th, at 9 o'clock A. M., and continuing two or three days.

The principal purpose of this gathering is to unify the work of the Institutes by discussing the general plan, enlarging upon circular 15, (Syllabus of Institute Work), and presenting model exercises in the branches of instruction.

To this Convention I take the pleasure of inviting, not only the Institute workers, but also the County Superintendents, whose counsel and advice will be of much value.

President E. C. Hewett and Prof. J. W. Cook will answer inquiries concerning board at Normal.

Very truly yours,

HENRY RAAB,  
Superintendent of Public Instruction.

### PUBLISHERS' NOTES.

## PLAYS,

Dialogues, Tableaux, Speakers, etc., for School, Club, and Parlor. Best out. Catalogue free. T. S. DAWSON, Chicago, Ill.

Teachers, parents, and all who are interested in the Science of Physiology, should not fail to read with care the card of the Chart of Life Co., in the Advertiser.

H. B. Bryant's Chicago Business College has helped hundreds of young men and women to make a successful start in life. Other hundreds are now preparing themselves, and will be wanted when ready.

"Our School" series of report cards and exposition chart. The best and cheapest arrangement out for systematic reports. Teachers wishing samples and prices will address W. W. KNOWLES, Sterling, Ill.

*American Progress*, N. Y.—The firm footing upon which assessment insurance stands to-day in this country is largely due to the energy and ability displayed in the management of the Mutual Reserve Fund Life Association, and the resulting solidity and vigor which it exhibits.

The attention of our readers is called to the advertisement of the "Teachers' Insurance and Aid Association," in this number of the JOURNAL. The practicability and safety of the plan commends itself to all practical thinkers. It is insurance at actual cost, being from one-third to one-half less than offered by the old line companies.

How many of our readers are aware of the fact that A. H. Andrews & Co. are the largest manufacturers in the world of school furniture? Have you noticed their 'ad.' on p. IX? Have you tried their Dustless Erasers? Have you seen their Lunar Tellurian Globe? Are you going to have new desks this year? Yes? Well, then, you must see the Triumph, with folding lid.

### TEACHERS WANTED.

We have seventy vacancies for which we have no teachers. Every grade. Salaries from \$600 to \$1,500.

If you wish better place or higher salary, write at once.

### TEACHERS' CO-OPERATIVE ASSOCIATION.

38 Madison St., Chicago, Ill.

A few live State agents wanted; \$10 paid for information of vacancies.

J. B. Ryan deserves the thanks of the teachers for his excellent compilation, notices of which will be found in our advertising columns. He has also prepared a daily report card for all of the branches usually taught in the common schools, with a blank for each day's deportment, and a short and concise schedule from which unnecessary directions are excluded, as well as all school book advertisements.

The Brockway Teachers' Agency advertised in our columns refers to Supt. Howland, of Chicago, Prof. Phelps, Winona, Minn., Adj. Gen. Elliot, Springfield, and others. This agency furnishes a very convenient means of communication between teachers and employers.

H. H. Hill & Co. advertise, in this issue, their device for teaching the extraction of the Square and Cube Root. There is no reason why the old roundabout methods should be followed, when something simpler, and that appeals to the eye, is within easy reach. Read the advertisement on page VIII of the Advertiser.

#### ITALIAN BEES.

I keep for sale, constantly, pure Italians, at \$8 per colony. If five or more colonies are ordered at one time, the price will be \$7.50 each. I have a few colonies of hybrids at \$6 each. I also offer colonies with imported queens at \$13.

Bees by the pound, from May 1 to 20, \$1.50; from May 20 to June 10, \$1.25; after that \$1. Queens, hives, smokers, sections, foundations, etc., at reasonable prices. E. A. GASTMAN, Decatur, Ill.

Teachers of geography are sure to find *many questions with short answers* a useful and amusing exercise. The *GEOGRAPHICAL HAND-BOOK* gives to the teacher one thousand five hundred questions, already prepared, with answers,—300 on United States, 250 on Europe, 150 on mathematical geography, and other subjects in proportion. It would interest you to see how many questions out of 50 or 100 your class would answer. Try the questions. They will give your class a lively review, and cost you ONLY 35 CENTS. For sale by J. A. Woodburn, Bloomington, Indiana. See advertisement.

#### SOMETHING FOR NOTHING.

We have in our office a beautiful roller map of the United States and Canada, size 46x56 inches, geographically correct, and showing, in colors, the divisions of standard time—just such a map as usually sells for about \$2. The map is published by the Chicago & Alton Railroad, and they propose to send one, all charges prepaid, to any principal, or teacher of any department of any educational institution, for use in their classes, who will send a written request for it—until the large edition is exhausted. First come, first served. We have always considered the Chicago & Alton a liberal corporation, but this offer smacks strongly of philanthropy. We trust that our readers will be as generous in their requests as the C. & A. is in their offer. Send to

JAMES CHARLTON,  
Gen. Pass. and Ticket Agt. 210 Dearborn St., Chicago.

To enable one to form an adequate idea of the enormity of the business carried on by the Acme Stationery and Paper Co. we mention the figures of a large order for three hundred thousand tablets upon which they are now at work. The "mammothness" of this order cannot be realized from a passing glance, and it has therefore been reduced to such figures as to clearly express its size, and show the immense amount of labor and material involved. In these 300,000 tablets are contained no less than 18,600,000 sheets of paper, which, if placed in a row, one sheet after another, would extend over a distance of 9,300,000 feet, or 3,100,000 yards. These figures, still further computed, give the astonishing result of 1,761  $\frac{1}{2}$  miles. Again, if each sheet were placed one on top another, the pile thus formed would reach upward no less than 6,250 feet, a trifle less than a mile and a quarter.

Our readers will be glad to learn that Col. Parker will hold a summer institute in the normal school building, in Normalville, Cook county, beginning July 21, and continuing three weeks. Col. Parker will be assisted by Mrs. Parker, W. W. Speer, A. E. Frye, Miss Bettie Harrison, Miss Lelia E. Patridge, and Miss Mary A. Speer. There will also be a school of languages, embracing the German, French and Spanish, in charge of Dr. C. W. Krackwizer, University Leipzig, and Ernst Huxman, of Hanover (Germany) Normal School. Free

lectures will be delivered by Col. Parker, Mrs. Parker, and Miss Patridge.

The editor of THE JOURNAL desires to say that there has never been so good an opportunity before for summer instruction in Illinois. The Cook county normal school and its distinguished principal and teachers have attracted much attention. The opportunity is now offered to see what they are doing. For rates, etc., address Col. F. W. Parker, Normalville, Cook county, Ill.

I am in receipt of the "Teacher's Examiner," and beg leave to say that it should be in the hands of every teacher. The time saved alone in which a teacher or student would lose in wearily pondering over voluminous text-books, will amply pay the trifling cost of the work.—W. E. HOYER, Principal of Normal School, Millersburg, Ohio.

The price of the above is \$1.50. It will be furnished with THE JOURNAL for \$2.00, or as a premium for two subscribers at \$1.50 each.

Sheldon & Co. call attention to their new text-books, some of which are very important and well worthy the attention of all educators. First, they present a most beautiful edition of *Shaw's New English and American Literature*, thoroughly revised and brought down to date by J. T. Backus, president of Packer Institute, Brooklyn. Professor Backus has given about two years of work to the revision of this important book. The *American Literature* has been entirely re-written, and the *English Literature* brought down to date. Second, Sheldon's *Graded Examples in Arithmetic*, in two books, covering the wants of all grades, from the lowest to the highest, and furnishing about nine thousand carefully prepared examples on all subjects. The low price at which they are furnished will make them a desirable addition to all school lists. Third, a new edition of President J. D. Hill's *Elements of Rhetoric and Composition*. This book has met with great success, and a new and improved edition is now brought out. Dr. Hill's *Elements of Logic* (which is Jevons' *First Lessons in Logic*, revised and recast) has also had a great success. Fourth, they have nearly ready Prof. Avery's *First Principles of Natural Philosophy*. This book is intended for use in grades lower than his *Elements of Natural Philosophy*. This series is now complete, and embraces the two *Philosophies* and the *Elements of Chemistry*, and *Complete Chemistry* (which embraces organic chemistry).

Sheldon & Co. call especial attention to their binding, on which they have a patent. It is a very simple device, but holds the books together so securely that they will stand almost any amount of ill-usage. It consists of a simple strip of metal on each side of the book (under the cover), and through which rivets are pressed and headed. They claim that a book thus bound will outwear two or three books with ordinary binding. This binding is used now on their new Readers, Spellers, Grammars, and Geographies.

For the benefit of those desiring to emigrate to Dakota and other localities in the northwest and far west, the Chicago, Milwaukee & St Paul Railway Company has published an illustrated pamphlet full of common sense facts and valuable information and statistics, which will be sent free of charge, by addressing A. V. H. CARPENTER, General Passenger Agent, Milwaukee, Wisconsin.

#### LOCAL NOTES.

Send to us for Dr. Hewett's "Pedagogy," Prof. Cook's "Methods of Arithmetic," Mrs. Haynie's "Grammar," Metcalf and DeGarmo's "Dictionary Work," or any book you wish, and in any quantity. Prices low. Try us. NORMAL BOOK AND NEWS Co., Normal, Ill.

Maxwell & Co. have removed to Chicago, but they left their old store behind them, and R. C. Rogers & Co., their successors, can fill any order for goods in their line. If you want a book that your dealers can't supply, write Rogers & Co., and get it by an early mail. Students drop in and see the opportunity for bargains. North Side Court-House Square, Bloomington.

# ILLINOIS SCHOOL JOURNAL.

VOL. IV.—No. 3.

NORMAL, ILL., JULY, 1884.

WHOLE No. 39.

## DECORATION DAY.

BY C.

Strew o'er these grassy mounds the snowy blossoms;  
The ground is hallowed where our heroes lie.  
Mingle the miserere and the glad thanksgiving,  
The pean and the sigh.

Above their silent tents the starry banner  
Swings idly in the gentle breath of spring.  
Among the leafy arches of their last encampment  
The happy warblers sing.

The noisy voices of heroic bugles  
And rattle of the loud reveille cease.  
Through the sweet stillness of the happy morning  
Is heard the song of peace.

It is enough. Our hearts are overflowing.  
With thankful tears we garland every grave,  
And with uplifted hand we vow to cherish  
The land they died to save.

## PEDAGOGICAL DISCUSSIONS, AND THE CONDITIONS UNDER WHICH THEY MAY BECOME USEFUL.

BY JOHANN FRIEDRICH HERBART.

Translated by Chas. DeGarmo, Jena, Germany.

### I.

It is the rule that every one who is questioned as to his opinion will have an opinion. Even if he has not, he will at once form one. Since many find opportunity to speak of things which do not relate even to Greek, Arabic, or Integral Calculus, so many are moved to present some one-sided conception of a subject, and to adorn it with words. In a debate each one generally seeks to make his own assertions hold good, not so much to convince others as to make certain the grounds of his own presentation; he seeks for more apparent grounds on which to rest his argument. With many the predilection grows for

what has thus been found. These evils increase as the object of discussion becomes more difficult of determination and the number of apparently correct determinations becomes greater. Pedagogics finds itself in such a predicament.

Every one has seen and experienced something of education, even if no more than in his own school life. Every one has from society, from history, from his own necessary observations, from the aphorisms such as every elegant publication abounds in, derived some sort of notions concerning the destinies and capabilities of men. These opinions are in the closest union with his feelings, and his manner of thinking and acting. In his pedagogical opinions, he represents himself, and with them he apologizes for what he himself has become. Everybody judges whatever has been written about pedagogy according to his own feelings. The insecurity of emotional judgments, however, is well known.

What then results when pedagogics is the topic of the day, and many are invited to join in the discussion?

1. A multitude of voices is raised at once, all with self-sufficiency, few with inclination to hear.

2. Others listen, but are entirely ready with their own judgments, having dulled themselves for any thorough investigation.

3. Each has determined his practice by his own ability, and has followed his own notions as far as he could. In the result are mixed up a multitude of accessory circumstances which falsify the presumptive instruction obtained from his experience. In a still greater degree is the result falsified by the mixing in

of sophisms and one-sided apprehensions of experience.

4. Finally, the whole matter appears to be a question for decision by majority vote.

This natural course of things, in the case of pedagogy, finds an illustration in the fate of philosophy, indeed, of science in general. The more philosophy is babbled over in public, the deeper is study sunk. That so many less than formerly now study, finds its ground in a certain propagating superficiality which originates in sham culture. The true growth of science proceeds in only a few minds. If pedagogics is such a science, which to become useful must be imparted, in the same manner is a host of warring opinions which precede it and usurp its place dangerous. In democracy and in revolution there is much questioning as to political opinions, whereupon dogmatism and imagination take the place of healthy reflection. Although in politics something of dogmatism may, perhaps, be passed over, there is no room for it in science or pedagogics.

## II.

Under what conditions, then, can pedagogical discussion prove useful?

1. Principles must be conceded by all, which will serve as ground-work for testing and for development.

*a.* Principles concerning the ends of education and instruction, and the object of the establishment of schools. These rest on deeper principles as to the worth of man and the calling of the citizen. For instance, he who believes that schools are founded so that future officers of various sorts may have their appropriate share of places can never agree with one who believes that only educated men should put their stamp upon the schools.

*b.* Principles concerning the capabilities of man for education. He, for example, who believes the climate of the north can bear no Greek and Roman culture; or the reverse, that what the heroes and wise men of Greece lacked in pedagogical expedients are useless, can not, with such views, have much in common with one who finds the main features of man's capability for education to lie in the nature of man himself,—who holds that the ~~entire~~ is something coöperative, whereby ~~the~~ of one finds reparation in an-

other, and whereby one must seek to arrange everything according to the most advantageous circumstances. (Niemeyer's objection to etymology: Homer and Sophocles got along very well without it.)

2. Nobody must seek to speak who has not had pedagogical experience.

*a.* This experience must have been in connection with different ages and dispositions throughout the whole school course, for no one age shows the characteristics of any other.

*b.* The experience must relate to individuals with a sufficiently long and close observation; otherwise the inner life will not be seen. In schools, where the teacher can see but little of individuals, all appear much less capable than they really are, for only that small quantity of capability appears which answers to the brief contact which the teacher can have with single pupils. The teacher must be a very expert observer, or the strong reciprocal influence among schoolmates will entirely escape him. In general, the teacher is inclined to observe his class as the historian views a nation, *i. e.*, in the mass, from which one can get but a general impression. This general impression falsifies the true notion of any individual.

*c.* The expression of the individual experience must not accustom one to regard all pupils as exactly like those he has seen, to think that the results of all methods are like those which have followed from the method he has used, but the single result must be observed in connection with contiguous possibilities. One must consider what his experience would have been had this and that circumstance been changed. Otherwise experiences will never agree. The boast of one as to what *his* experience has been will not in the least refute another who has also had experience.

3. There must not be so many disputants that each can not sufficiently define his position and the reasons therefor. When the number of speakers is so great that each must either hurry or say but little, so that the others may have a chance to speak, misunderstandings arise out of the partial expression of views, as does vexation from false interpretations which can not be corrected for want of time.

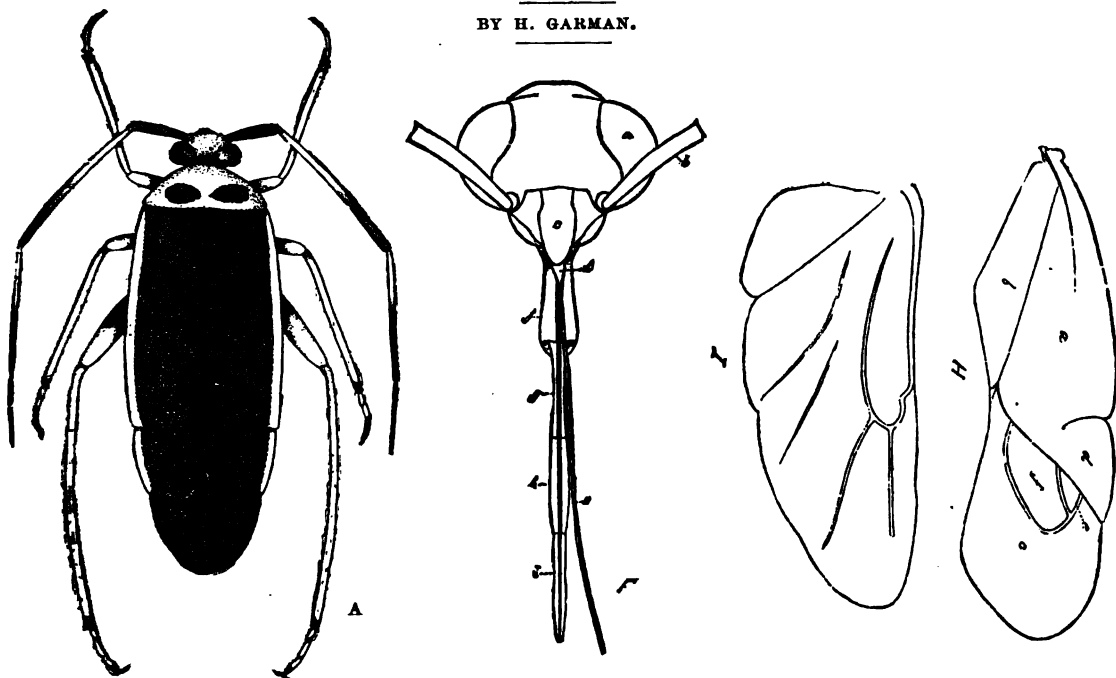
4. The maxim of polite society, that no subject shall be exhausted, must not rule; but the earnestness of far-reaching reflection must measure the importance of the matter under discussion.

[NOTE.—The foregoing is from *Herbart's Paedagogische Schriften*, edited by Dr. Otto Willman, Leipsic,

1880. These writings are in two volumes, comprising over 1,300 pp. The pedagogical works of Herbart lie at the foundation of the present ruling pedagogy of Germany. They may be obtained for eight marks from Th. Stauffer, No. 18 Universitätsstrasse, Leipsic, Germany, or through American book dealers.]

## THE ORDERS OF INSECTS.

BY H. GARMAN.



A.—*Calocoris raptus*.

F.—Head of *Lygus lineolaris*. a, compound eye; b, basal article of antenna; c, clypeus; d, labrum; e, the two mandibles and two maxillæ; f, g, h, and i, first, second, third, and fourth articles of the labium.

H.—Hemelytra or hemielytra of *Lygus lineolaris*. a, corium; b, clavus; c, membrane; d, cuneus; e, inner cell; f, outer cell.

I.—Hind wing of *Lygus lineolaris*.

### ORDER HEMIPTERA.

(Gr. *Hemi*—half and *Pteron*—wing.)

**Char.** Mouth furnished with a labrum, two mandibles, two maxillæ, a ligula, and a jointed labium, together forming a piercing and sucking rostrum. Four few-veined wings, the anterior thickened at their bases and membranous distally, or all four wings membranous throughout. Tarsi composed of two or three articles. Metamorphosis incomplete—pupa active.

**Rem.** The name Hemiptera, in its literal significance, is applicable only to one of two great groups into which the order is divided by the structure of the fore wings. The true half-wings are known to entomologists as

Heteroptera, and besides having the basal part of the fore wings thickened, differ from other members of the order in that the rostrum arises from the anterior inferior surface of the head, and in their depressed bodies and longer antennæ. All other Hemiptera are called Homoptera, and in them the anterior wings are as uniformly membranous as are the wings of Hymenoptera. They agree among themselves and differ from the Heteroptera, also in the insertion of the rostrum, on the posterior inferior surface of the head, in their convex bodies, and their small, bristle-like antennæ. In most Hemiptera the mouth parts are elongate and the styli-form mandibles, maxillæ and ligula are included in

a groove on the surface of the large, jointed labium. The rostrum is entirely lacking in male bark-lice, and members of the group Thripidae, Pediculina, and Mallophaga have biting mouth parts. The members of these three families also differ from the others in having labial and maxillary palpi. Compound eyes are generally present, but are lacking in the Pediculina and Mallophaga. Simple eyes may be present or lacking, and vary in number from two to three. The antennae are made up of few articles, in the commoner forms of from two to ten. There is but a single article in the fore tarsus of Corixa. Wings are lacking in many members of the group. The bark-lice, female plant-lice, the Bedbug, Pediculina, and Mallophaga are familiar examples. The pupae of Coccidae are not active; and these insects may therefore be said to have a complete transformation.

The *larvae* differ from the adults mainly in size and in lacking wings. The *pupae* have short wing-pads, but are not otherwise essentially different from adults. They feed as actively at this period as at any other.

This order does not include as many species as do most of the others, containing, according to Dr. Packard, only about 12,000 species recent and fossil. The number of individuals is, on the contrary, often very great, and were it not for the natural checks upon their increase, such species as the chinch bug and the Aphides would render the raising of grain and other agricultural products very difficult—perhaps even impossible. The great fecundity of Aphides and their power of agamic reproduction has constantly attracted attention from naturalists. From eggs laid by Aphides in the fall of the year, only wingless females hatch the following spring, and these at once begin to reproduce, bringing forth living young at the rate of a dozen or more a day. These young are also wingless females, and so throughout the summer months this agamic reproduction is carried on through many generations of Aphides, or, if the proper temperature is supplied artificially, may continue indefinitely. Ordinarily in the fall both males and females are produced, and from these come the eggs which lie over winter and continue the species the succeeding summer. In

his work on British Aphides, Buckton gives a simple calculation, which, though not claimed to be perfect, will serve to give an idea of the great reproductive power of these insects. He supposes that Aphides live twenty days, and during that time each individual produces twenty young, a number probably far below the actual limit, for an individual has been observed to produce as many as twenty-five in a single day. Upon these premises he bases the following:

Aphides.	Days.	Aphides.
1 produces in 20	20=A.	
A " " 40=20 <sup>a</sup>	400=B.	
B " " 100=20 <sup>b</sup>	3,200,000=C.	
C " " 200=20 <sup>c</sup>	10,240,000,000,000=D.	
D " " 300=20 <sup>d</sup>	32,768,000,000,000,000=E.	

Again, if 1,000 Aphides weigh 1 grain,  
and 1 man weighs 2,000,000 grains,  
1 man weighs 2,000,000,000 Aphides.

$$\therefore \frac{E}{2,000,000,000} = 16,384,000,000 \text{ men.}$$

Through some error, Buckton gives the result 1,648,400,000.

Most of the Hemiptera feed upon the juices of plants, and are thus to be classed among injurious insects. The chinch bug, the leaf hoppers, bark-lice, and Aphides are often serious pests, from the destruction they work on the farmers' crops. Some carnivorous species attack man or the domestic animals, and are thus also to be classed as injurious. A few carnivorous species are known to attack injurious insects. The Armed Soldier-bug of the gardens is a good example of the last.

The flight is, as a rule, not rapid in this order. Most of the species are loath to take wing, depending for safety from enemies upon an offensive odor exhaled from the secretion of certain pores on the body, or in many cases by suddenly letting themselves drop to the ground, where they remain concealed till danger is past. The genus *Alydus* contain species of active flight. The winged forms of plant-lice have a good expanse of wing, but when the air is not in motion their flight is laborious. Currents of air occasionally transport swarms of them to great distances from their breeding grounds, the wings merely serving to sustain the bodies in the meantime. A severe drought often deprives the aquatic species of their accustomed element, when they also take wing in search of other pools and streams, and on summer evenings one

may thus collect such species as *Belostoma*, *Notonecta*, and *Corixa* at his lamp.

The ordinary locomotion performed with legs is not rapid. Many species walk, some run, others leap, the latter generally using the wings at the same time. The aquatic species swim with the aid of the fringed hind pair of legs chiefly. *Notonecta* swims on its back. The peculiar aquatic stick-bug, *Ranatra quadridentata* creeps very slowly over objects in the water, and seems to be incapable of other movement. Its resemblance to a dry twig is so complete as probably to serve it quite as effectively in eluding its enemies as would a more active locomotion.

The colors in this group are rather plain. Green is perhaps most commonly presented, but yellow, blue, red, white, and black occur in various patterns and combinations. The colors of the small leaf hoppers are especially beautiful.

For variety of forms, perhaps no family of insects surpasses the Membracidae. Thorns, scales, and leaves of plants are reproduced in the curious developments of their bodies. A South American species bears on its thorax an upright process, which gives off at its extremity a sword-shaped process, which extends backwards over the abdomen, and also several diverging processes, each bearing a round ball at its tip.

The directions for collecting given in the article on Coleoptera will serve for this order as well. The hibernating species occur under logs, boards, and stones, and may be exposed by sifting mold and leaves over a white cloth. The Membracidae may be dislodged and secured by beating the branches of trees over an expanded and inverted umbrella. The sweeping net will be found serviceable in collecting the small Tettigonidae from grasses and other plants. Aquatic species can be secured in abundance with a small seine or with a dip-net.

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Experience teaches us more and more, from day to day, that a child will retain in its memory only what is incorporated into its life. It will forget what it has seen or heard, but rarely or never what it has accomplished through its own efforts.—*Dr. Schaub, Germany.*

## HOW SHALL WE SURVIVE?

BY C.

### II.

Many a teacher, realizing the facts stated in the preceding article, feels that he is making no gain in intellectual development. So he interviews his friend the clergyman. He is told that he must mingle with those of his own calibre or with his intellectual superiors. He must go into society and get into the currents of thought that flow beyond the doors of his school house. When his day's work is done he must lock the schoolmaster up in the desk and hang the key in a dark corner, and let it remain there until he returns the next day.

He must interest himself in the social life of his locality; he must attend the church socials, "the husking bees," the donation parties—especially—must read the daily papers, good magazines, entertaining books—in brief, must get as far as possible from the routine duties of his daily work. The lawyer tells him that he knows nothing about practical life and invites him over to the Squire's to witness a trial in a case of assault and battery, and ends with the customary formula, "get as far away from your regular duties as possible."

The business man urges him to speculate a little—to engage in something practical and reiterates the closing advice of the lawyer.

The literary man advises a course of study along some special line, away from the humdrum of teaching; and so one after another prescribes an antidote and all with the same idea in mind—forget your life work during the hours that you are not obliged to be actively engaged in its duties.

There is something of value in all of these suggestions, doubtless, but when he returns to his school room and, unlocking his desk, releases the imprisoned schoolmaster, what sort of a creature does he find?

If he is thoughtful and honest, he will soon conclude that he must do what others do—he must find in his chosen calling the opportunity for intellectual growth. When he has made this discovery and has put to himself the practical question, how shall I accomplish it? he has gone far toward the solution of the problem.

What does he find? He finds himself surrounded by a group of little people who have been sent to him for one *primary* purpose. And I answer, first, that it is not physical training. The school is not a gymnasium. Dumb bells, horizontal bars, Indian clubs, sand bags, boxing gloves, are not the gifts of the Kindergarten, nor the apparatus of the common school. This is not the place to make crooked limbs straight, hollow chests full, a shuffling gait graceful, the feeble strong, nor the sick well. Something may be done in several of these particulars, but that is not the *primary* purpose of the school.

Neither have they been sent there to learn a trade by which they may earn a livelihood. The school is not a shop. Some incline to the idea that it should be, but such persons must seek the private manual labor schools that have found places in a few of our cities, and that for sometime to come will be attended chiefly by the well-to-do, whose children have little need of the ability to shoe a horse or direct a lathe. Yet the school may do something toward the cultivation of manual dexterity, but not for the so-called practical ends that our friends of the press are discussing so freely. The work bench, the hammer and saw, are in the apparatus room of more than one school, but they are not there on their own account.

Nor are they sent to the school for moral or religious training. That is the specific purpose of the Church and Sunday School. Yet neither these nor the day school can make much headway against the home.

We must look to the family life for that species of training, and parents must not attempt to transfer their obligations to the already overburdened teacher. In our glorification of the work of the schoolmaster we have seriously over done the matter. Fathers and mothers are the natural guardians of the moral and spiritual lives of their offsprings, and no other agencies can possibly take their places with any considerable degree of efficiency. The public should understand this matter. Yet the school must afford moral training, and least of all must it antagonize any influence that looks toward the development of pure character and noble living.

The primary purpose of the school is intellectual training, systematic, thorough, persist-

ent, intellectual training. And it is because it must be systematic, thorough, and persistent, that the school becomes a necessity. If it could be accomplished incidentally by a minute now and then, the home could manage it reasonably well in the odd bits of leisure that come to the busiest household. The intellectual man is of very slow growth. Several hours a day for a long term of years are needed to accomplish anything that is worth while, hence this vast organization that we call our school system.

So the great public leads its little people to the doors of the school houses and says to us, "take this child and start him along the road to an independent and helpful intellectual life, and do it without handicapping him with physical infirmities." Here, then, is the first opportunity for investigation, and if the teacher has the faintest realization of the perils that surround the tender organs of the young as they enter upon their new field of activity, he will not need to seek the church sociable for a mild form of mental stimulation.

The eye, that has not as yet attempted the examination of minute objects in the steady tension of continued looking, but has been glancing at striking wholes where floods of light poured into them, must now patiently learn to separate the black marks upon a white surface, make them stand up and behave themselves, and carry thought from another mind into the mind that sits enthroned behind it. Why, a primary teacher might well be a skilled oculist. At least she ought to be familiar with the anatomy of the organ, the effects of light and shade, the kind of type needed for chart and reader, the average focal distance, the significance of symptoms that indicate shortsightedness, or straining, or weariness. Many an eye has been permanently disabled by the efforts of nature to adjust the lens, when a thoughtful teacher would have discovered that the natural lens must be aided by an artificial one.

I quote from circular No. 6, 1881, Bureau of Ed. (Dr. Calhoun): "As the eye must play the role of a mediator between the subjects to be learned and the working brain, it is easy to understand that in the same proportion that work is demanded of the brain does a



tax fall upon the eye; thus it happens also that the eye, which like the general body is perfecting itself during those years of school life, undergoes, not unfrequently, powerful changes, which we can speak of only as diseased conditions, not only not admitting of cure, but here and there leading to the destruction of the organs of sight. Again: "Statistics derived from the examination of the eyes of 45,000 school children prove beyond a doubt that near-sightedness, beginning, perhaps, at nothing in the first years of school life, steadily increases from class to class in the school, until, in the highest grades it has actually developed itself in as many as 60 or 70 per cent. of all the pupils."

The rural school population suffers less than the urban, since the buildings are usually isolated and fairly lighted, while in the crowded city the contrary is often the case, and I am satisfied that the eye glasses that are becoming so common among the young people of the town are not wholly the result of the development of æsthetic tastes.

I quote again: "Vision has been carefully tested in many thousands of eyes of school children in Austria, Germany, Russia, Switzerland, and America, with everywhere similar results. The statistics show that while in children of the common village schools there is but one-fourth per cent. of myopia, the proportion rises to 21 per cent. in city schools of high grade, and to 40 per cent. in some universities."

It would seem as if statements like these are fully as suggestive as the testimony in the case of assault and battery, to which our teacher was invited a few paragraphs back.

What has been said of the eye suggests a sufficient number of topics of study to engross the spare time of the teacher for years, and they are fields in which there is an abundant literature from the pens of specialists. The best scientific thought or the time is here, and yet these investigations lie within the area which the teacher may call his own, since every fact bears directly upon the work in which he is engaged.

Take as a further illustration the effects of impure air upon the young organism in which the life forces are working so intensely and yet so silently.

Why did not a beneficent creator make noxious gases that poison the life visible to the eye, so that they might force themselves upon the attention and hang like a pillar of cloud over the heads of the devoted children? Everywhere the conditions of physical life make man his own deadly foe, and especially is the peril exaggerated where children from wide areas are gathered into a single room. What may they not have brought with them? What pestilential germs may be floating in the heated atmosphere? The possibilities are sickening. How shall these invisible demons of the air be fought, and these young lives be saved as much as possible from the mildew and blight of disease? Plenty of room for investigation without going outside the limits of our calling. And there are the round shoulders to be prevented, and the hollow chests, and the cramped hand with the pen in it, and other evils without number, and yet we are only dealing with the conditions that surround the child while at his work,—with the environment and not with the central thought of the school.

As soon as we pass from the physical to the intellectual life of the child we are confronted with problems of no less difficulty, certainly. We can count the pulse beat, and feel the heart throb, and see the rhythmical ebb and flow of respiration as the shuttle of that wiled weaver, the life principle, interlaces the warp and woof of physical being. But we know that with all its mystery and beauty, it is only the drapery that covers the soul that will live and think and act beyond that dim coast line, where the waves of time beat with solemn stillness. When we come into the presence of these invisible forces and see only phenomena—the rapid play of thought and emotion, the feeble or sturdy exercise of will, and feel that we are to control and direct these energies, we may well study to find the key to the mystery, the plan of organization, the method of action. Science has gone before us, has observed, and collected data, has classified them and deduced its laws and tested them to the point of absolute demonstration. Its conclusions form the body of that system of knowledge that we call mental philosophy, or psychology. Certainly the teacher will not suffer for lack of mental occupation

until he has mastered at least the rudiments of this noble science, the most fascinating in some respects of all sciences. And when he has become familiar with its primer he has learned that however far he may pursue his investigations in this direction, and there is abundant room, he is all the time within the boundaries of his calling, and every principle acquired, or fact learned, bears not remotely but immediately upon his skill in directing the mental operations of the child. Some one has said—substantially—that a blacksmith will make better horse shoe nails if he is familiar with the processes of reducing the crude ore to the condition in which it comes into his shop. Perhaps that is true. Many will deny it, however, while there are none, I think, who will take issue with me in the proposition that other things being equal, he can most skillfully and most successfully direct the operations of any complicated machine who knows most of its structure, its methods of work, what it is made for, what it ought to do, and how it ought to do it.

Although it is aside from the main purpose of this paper to find fault with the lack of ambition, the utter absence of enthusiasm, in fact, that characterizes too many who stand in school rooms and call themselves teachers, I may be permitted to express my earnest conviction that it is nothing short of a crime. Such persons are at liberty to be as stolid, and indifferent, and lazy as they like, as long as that condition does not interfere with the rights of others. The constitution secures to them at least that degree of personal liberty. But they have no right to benumb and stupefy the bright, enthusiastic, joyous, intellectual life of the child. They have no right to quench his inquisitiveness with "wait till you're older," or suppress the happy play of his awakening faculties by a dull, mechanical, meaningless routine, simply because they can not understand the significance of activities whose meaning would be clear to the merest tyro in mental science. Out upon them! They are an "old man of the sea" upon the shoulders of the child, and public sentiment ought to get after them with a besom of destruction.

*(Concluded next month.)*

## WHY WE "MIGRATE."

BY AARON GOVE.

No small part of school troubles arise from misunderstandings caused by the teacher, and for which the teacher is chiefly responsible. Of the hundreds of teachers now about folding their tents, many can find, upon reviewing the year's work, that some trivial and avoidable incidents have led to prejudices culminating in active opposition and positive enmity. In tracing causes of dissatisfaction, one usually finds that the school did no actual wrong; that the management was entitled to the full support of the authorities; yet there lurks about the affair an unexpected idea that a more judicious line of conduct might have averted the unsatisfactory issue.

Prejudice and enmity are frequently engendered against teachers and principals, especially during the first year of service, for slight and sometimes ridiculous causes. One's first year in a district is, for more than one reason, the critical and precarious one. The earnest and honest teacher, who believes that the exact truth should be told, errs in saying to the mother of a boy, "he is very dull of comprehension." Suppose he is; it is not likely that the mother will believe it, and it is very likely that she will fail to appreciate the zeal that proclaims the fact. Failure to comprehend the relations of parent to child accounts for many a distressed hour of the teacher.

Writing notes to the home is a fruitful cause of misunderstanding. Only a master of the language can write a direct epistle without the probability of a reader's appropriating a meaning not intended by the writer. Notes are often misconstrued, and a little tempest caused thereby, when a personal interview would be sure to bring about the desired result. It is a cheap and easy thing to sit at one's desk and send to the home a note of complaint; the outcome is much safer and usually more effective if a visit be made to the house.

It is well known that true politeness is in the heart; however much may be there, the exterior should indicate its existence. "You are a liar!" "You are a thief!" "You are ill-bred!" taken alone are monstrous expressions to pass from teacher to pupil, but

they do pass from those who ordinarily are ladies and gentlemen. Such expressions are buried in a mass of colloquial verbiage, and not as emphatic as when the child repeats them at home, stripped of all modifying circumstances, and so holds them up in all their unsightliness.

Corporal punishment can never be administered satisfactorily to the home until entire confidence in the teacher obtains with the parents. It is my belief that usually either the father or the mother in every home never fully forgives the person who strikes with blows any member of the family. I know the school is urged to whip, and the assurance is given that the home will approve, and it does approve, and so duty is accomplished; nevertheless, behind all outward show of approval, the shadow of bitterness toward the whipper lies in the home. Whipping is necessary; it must be done; sometimes by the teacher, and always to his detriment.

A compromising and conciliatory policy need never mean sacrifice of principle or dignity. One may be sensible of deep convictions, and yet not proclaim such convictions upon unnecessary occasions. No power competent to direct successfully the district schools can lie in a purely negative character; but the evidences of a positive character are not necessarily offensive. It has often been said of one of our old Illinois school masters, who always made students, but who "migrated" yearly, until he left the profession, that "he would cross a block and turn a corner for the purpose of treading on a man's toes."

It sounds simple to write that it is unnecessary to tread on people's toes often, but, as I understand it that is what causes the frequent changes of teachers in our schools.

Some of the ordinary expressions of the Chinese are pointedly sarcastic. A blustering, harmless fellow they call a "paper tiger." Overdoing a thing they call "a hunchback making a bow." A spendthrift they compare to a "rocket," which goes off at once. Those who spend their charities on remote objects but neglect their family, are said to "hang a lantern on a pole, which is seen afar, but gives light below."

## LINES FROM THE DIARY OF MISS GOODSENSE.

BY E. L. WELLS.

I am sure that some of the teachers hereafter mentioned are not of Illinois, and I will tell you why I am sure of it.

Years ago, it is said, there lived in London a miserable drunkard, once a respectable man, by the name of Brown. One night, John B. Gough was advertised to lecture there, and the friends of Brown, thinking the celebrated lecturer might reform him, described him to Mr. Gough, and persuaded him to attend the lecture. The eloquent speaker, near the close of his lecture, took occasion to portray a drunkard and a drunkard's life as no one else can portray it, and so that every one that knew Brown was looking at him and wondering how he felt about it. Brown was all attention, with eyes, mouth, and ears all wide open, drinking in the words, eloquence, and magnetism of Mr. Gough. At the close of the lecture, the acquaintances of Brown gathered around him and asked how he liked it. "First-rate," said he; "but didn't he hit off old Deacon Jones, though?"

And this is the reason I think all of the teachers hereafter mentioned are not found in the schools of Illinois.

Mr. A's school was visited by Miss Goodsense, a young teacher, and these are her notes made of the visit.

"He had much to say, in a fault-finding way, of the teacher that preceded him. Told of his poor discipline, and how he had found things generally in poor condition. Some pupils were reading in the first reader that didn't know all of their letters; some in the second reader that didn't know the names of all the pauses; some pupils had been promoted that should have reviewed; and some were kept in review that were well qualified to advance; a number of the large pupils didn't know all of the multiplication table; the school had not been drilled in the abbreviations, etc., etc.

I wonder if Mr. A. expects to leave nothing for the next teacher to do. I wonder if the next teacher will not find as much fault with him. I wonder if it does not show a weakness in Mr. A. to be thus fault-finding.

I do not remember to have heard our teachers of best reputation say anything of censure in regard to their predecessors. It seems to me it would be better to take a school as one finds it,—say nothing about its condition, except to directors,—and then trust to an honest purpose and good work to secure from the directors and patrons of the school a proper appreciation of services thus rendered.”

A teacher ought, each year, to visit at least a dozen schools—such as have the reputation of being good schools. He should visit them with the intention of learning methods of teaching better than his own, and, having learned them, of putting them into practice in his own school. This is one of the greatest of aids for the advancement of schools.

Mr. Wouldbe, the school-keeper, never visits schools for this purpose, and he takes with him into the school-room some notions “as old as the hills,” which have been handed down from teacher to teacher of a class that has never learned that the earth and the teacher’s work are on the move.

One can, in mind, contrast the school-work of such a teacher with that of Miss Goodsense, who has visited many schools, has taken many notes, and has given much thought and some trial to many of the things she has heard and seen.

I continue to copy from the notes of Miss Goodsense:

“Visited Miss B’s school; her recitations were poor; she said so, and said they were the poorest she had heard during the term; she told most of her classes to take their lessons over again, and that she couldn’t excuse them on the morrow for such very, very poor lessons. She was grieved the more because she had company; her pupils never did so well when they had company, they were so easily embarrassed. She asked me to call again soon, and was sure I would be better ~~ed~~ with my visit.

believe all this was a miserable way to try  
ver up poor work. A friend of mine  
d Miss B’s school a few days ago, and  
it was ~~in the~~ same then. Why didn’t  
rec  
en  
se  
ls to learn those lessons  
he school? The pupils  
teacher did not mean

what she said. It is strange she cannot see herself as others see her.”

“Visited Mr. C’s school, and was greatly pleased with his fine discipline. His pupils did not even look toward the door as visitors were entering or departing. They were quiet, studious, attentive, and obliging. I don’t just see wherein is this power of Mr. C., unless it is by example. He is quiet, industrious, attentive, and obliging. One boy was so much out of order that Mr. C deemed it necessary to speak to him. He did so by simply calling his name in a low, pleasant tone, yet with a firmness indescribable. The boy was immediately in order, and remained so during the session.

I am inclined to think Mr. C has studied the question of discipline, for I have heard him said that in his early teaching he was very loud in threats and punished often, and yet had a very poorly disciplined school.

As Mr. Piper illustrated at the institute, he must have then been lacking in moral or will force, or in both, and hence had to resort to physical force in the shape of a long whip. Mr. Piper said: ‘it takes a certain quantity of force to govern a school; it may be governed entirely by moral force, or entirely by will force; but whatever is lacking by the moral and will forces combined, must be made up by the length of the whip.’

If there is a power to be acquired by which one can govern well without seeming effort must have it, if possible. I have heard that Dr. Gregory has a fine lecture on the philosophy of good school discipline. Perhaps Mr. C has heard him.”

“Visited Miss D’s school, and have been especially pleased with the drill-work on slates and blackboards. The commands: attention! write! erase! etc., were as promptly obeyed as march! and halt! would be in well-disciplined soldiery. The motto for blackboard and slate work was: ‘Correctness, Quickness, and Neatness’; and I verily believe much good work was done in half an hour. I would be done in a day in some schools I have visited. I should hardly have thought that so small children can do so good work: numbers, write tables so well, and recite separately and in concert. This visit will be of great help to me in my school work.”

"Mr. E is one of a class of teachers that think they must teach their 'pony' classes, as some of them call their smallest pupils, a list of things that they cannot now understand, such as the names of the capitals of the United States and Illinois, of the first and last presidents of our country, of the governor of Illinois, of the discoverer of America, etc., etc. To-day he asked a little boy, 'Who discovered America?' 'Shelby M. Cullom,' said the little fellow promptly. 'No,' said Mr. E, 'Christopher Columbus.' 'Christopher Columbus,' repeated the young hopeful. 'What is the capital of the United States?' 'Shelby M. Cullom.' 'No, Washington.' 'Washington,' was the echo. 'Who assassinated Abraham Lincoln?' 'Shelby M. Cullom.' 'No, Wilkes Booth.' 'Wilkes Booth,' said the urchin. 'Who is Governor of Illinois?' 'Shelby M. Cullom.' That's right,' said Mr. E; and an expression of satisfaction rested upon the countenances of teacher and pupil. If all 'ignorance is bliss,' I am led to think how happy must be Mr. E and his 'pony' class. I suppose he has spent as much time in trying to teach those pupils what they cannot comprehend as would be necessary to teach them to do understandingly much of such blackboard and slate work as I saw done in Miss D's school."

### SYSTEM IN SCHOOL WORK.

BY S. B. HOOD.

If order is heaven's first law, it should certainly be first on earth. System has been found essential to success on the farm and in the factory, and will be found equally helpful in the school room. There is no place where it will lighten labor, save time and facilitate work more. Without system a school room presents a complete picture of hurry and confusion, and consequent friction with its result, a waste of power. No wonder sensitive teachers wear out and break down in such schools. To have system in our schools, we must thoroughly plan out our work and then patiently and perseveringly work out our plan. A definite time and place for everything, and everything in its time and place, should be our rule and practice. We should have our school houses punctually every

morning in time to see that fires, floors, and desks are in proper condition for the comfort of the school and the favorable commencement of the day's work. In beginning school in the morning and afternoon, we should ring the bell twice; the first bell is a signal that school will be called in so many minutes, so that all may be ready; the second is a call to the school room to be obeyed by every pupil instantly. The time between these signals in country schools, where pupils remain at the school house during the noon hour, should be about five minutes. This gives time enough to close plays, get on coats, get drinks and make other preparations for responding to the second bell without delay.

When your signals are once established, let them give out no uncertain sounds, but mean the same thing to every pupil every time, so that when you call in your schools each pupil may hear his own name and the words "come in now" in the first tap of the bell. If a school is large, time will be saved and order secured by having it form in lines in the yard and march in, the girls in one line and boys in another. If hat and cloak hooks are properly arranged, pupils can hang up their things as they pass in, each having a hook numbered, and used exclusively by himself. Give each pupil a permanent seat, reserving to yourself the right to make changes, when the good of the scholar or the school may demand it. As far as possible, seat pupils so that the members of the same class may not study at the same desk. Put one third and one fourth reader pupil at one desk, a second and third at another, and so on; then when one class is reciting, the pupils of the others are left one to a desk, and have a better chance to study and less opportunity for disorder. In graded schools this plan works admirably, and is almost equivalent to single desks in promoting independent study and good order, there never being but one pupil at a desk during recitations.

If your classes are large, let them pass to and from recitations in an orderly way. Many teachers follow this plan: First, get the attention of the class by calling its name or by other known signal; at this call the pupils assume the attitude of attention, at the word "one" feet are turned into aisles, at "two" all rise, at "three" pass in line to recitation.

In dismissing the class, at "one" pupils face toward the desks, at "two" march to desks, at "three" take seats. Another step toward systemizing school work is the preparation of a programme. This requires much thought and careful, intelligent study, so that each class may have its just share of time and recite at the hour best for its pupils and for the school as a whole. This programme should not only provide for a time to recite each lesson, but also for a time to study it. If the time for the preparation of each lesson is not provided for, the pupils will study in a desultory manner and accomplish but little, while if the time for the study of each branch is made definite, pupils get the habit of regularity and lose no time in indecision as to what comes next. If you have room for your programme on the blackboard, place it there for reference; if not, write or print it on a large card and hang it on the wall. Follow your programme closely, so that no class may be robbed of its time or miss a recitation, for it is discouraging, and in the end ruinous to pupils, not to recite after making preparation.

#### ODD BITS OF INFORMATION.

45. *Raining Cats and Dogs.* The male blossoms of the willow tree, which are used on Palm Sunday to represent the branches of palm, are called "cats and dogs," in many parts of the country. They increase in size rapidly after a few warm April showers, and the belief formerly prevailed that the rain brought them. Hence the saying to "rain cats and dogs."—*Notes and Queries.*

46. *Red Letter Day.* Formerly certain holidays were printed in the almanacs with red ink.

47. *Red Tape.* The use of red tape for tying up papers is of considerable antiquity. Sidney Smith seems to have been the first to apply the term satirically to official routine.

48. *Ribbon.* This was formerly spelled *ribband*; that is, a band which encircled the waist, enclosing or binding the ribs.

49. *Rothschild.* The founder of this family was Meyer Anselm. He was a money lender in Frankfort. The sign of his house was a red shield (in German, *roth schild*). In 1806, the

Landgrave of Hesse, during the occupation of Germany, entrusted Anselm with a large sum of money. With this money Anselm traded and laid the foundation of a great fortune. After the fall of Napoleon the original sum was repaid. His sons took their names from the father's sign.

50. *Rough and Ready.* At the battle of Waterloo, Colonel Rough was selected by Wellington to perform a difficult task. "Rough and Ready," said the duke, when the Colonel cheerfully undertook the duty. The Colonel adopted the words as a motto, which is still borne by his family.

51. *Rowland for an Oliver.* Rowland and Oliver were two of the most famous in the list of Charlemagne's twelve peers, and their exploits are recorded so extravagantly by the old romancers that the saying arose of giving one "a Rowland for an Oliver," to signify the matching of one incredible lie for another.—*Warburton.*

52. *Rule of the Road.* It was an ancient rule of the road that horses and vehicles should always keep to the left. The custom is generally adopted by railroads.

53. *Schoolmaster Abroad.* The phrase first occurred in a speech of Lord Brougham: "Let the soldier be abroad if he will; he can do nothing in this age. There is another personage abroad, a person less imposing—in the eyes of some, perhaps, insignificant. *The Schoolmaster is Abroad!* And I trust to him, armed with his primer, against the soldier in full military array."

54. *Signing with a X.* It is well known that persons who cannot write sign their names with a cross. Anciently it accompanied the signature as a symbol that the signer pledged himself by his Christian faith to the truth of the matter to which he affixed it. Although people still *write* or *subscribe* their names, they are still said to *sign*.

55. *Spare the Rod and Spoil the Child* is not from Solomon, but from Hudibras, Part II, Canto 1, verse 45.

56. *Taboo.* This word is borrowed from the Polynesian islanders. It means *sacred*, *inviolable*, *holy*. To *taboo*, then, is to shield from profane and to dedicate to holy purposes. The accepted meaning is quite the opposite.

57. *Taking Time by the Forelock.* Time is painted with a lock before, and bald behind; signifying thereby that we must take time by the *forelock*, for when it is once past there is no recalling it.—*Swift*.

58. *Thirteen at Dinner.* The common superstition which makes it unlucky to have thirteen at dinner is no doubt a reference to the Last Supper, where thirteen were present and Judas among them. He left first and therefore the first of a party of thirteen to leave the table is unlucky.

59. *The Three R's.* The late Alderman Sir William Curtis, who was a very illiterate man, but was fully alive to the necessity of instruction, was once called upon at a public dinner to propose a toast, when he gave "The Three R's, — reading, writing, and arithmetic."

60. *Turning the Tables Upon Us.* This is a translation of an old Roman proverb. In the reign of Augustus, among other reckless extravagances, it was the rage in Rome to have tables made of Mauritanian wood, inlaid with gold. These tables were sold at extravagant prices. When the men rebuked their wives for the enormous sums spent upon dress, the ladies retorted by reminding their husbands of the large amounts they lavished upon their tables. They "turned the tables" upon them.

61. *Walk Chalks.* To walk chalks is an ordeal used on board ship as a test for drunkenness. Two parallel lines are chalked for some distance upon the deck, and if the supposed delinquent can walk from one end to the other without overstepping either he is pronounced sober.

62. *We left our Country for our Country's good.* These words occur in a prologue written by the notorious pickpocket, George Barrington, for the opening of the first play-house in Sidney, Australia, January 16, 1796. The performance was entirely conducted by convicts. The prologue opens as follows:

From distant climes o'er wide-spread seas we come;  
Though not with much éclat or beat of drum;  
True patriots all, for be it understood,  
We left our country for our country's good.

63. *White Feather.* The common use of the expression arose from the circumstance

that a white feather in the tail of a game cock is a certain sign that he is not a thoroughbred.

64. *You'll never set the Thames on Fire.* The word "Thames" in this saying should be "Temse," an ancient name for a sieve used by millers. An indolent workman would never set it on fire by friction.—*Compiled from Words, Facts, and Phrases.*

### OUR PROGRESS IN EDUCATION.

From advance sheets of Lusk's "Politics and Politicians of Illinois."

#### III.

The proud position Illinois occupies in an educational point of view is due, perhaps, as much to the State Teachers' Association as to any other cause. It has really been the power behind the throne. Through its influence came the present school system; the State Superintendency; the County Superintendency; the Normal and Industrial University. The primary organization of the Association took place at Bloomington on the 26th of December, 1853. The circular calling the meeting was signed by Alexander Starne, Secretary of State and ex-Officio Superintendent of Public Instruction; the president and professors of Shurtleff College, Wesleyan University, and Knox College. The Rev. W. Goodfellow was elected president; Rev. H. Spaulding, Thos. Powell, and C. C. Bonney, vice-presidents, and Rev. D. Wilkins, secretary. Committees were appointed to petition the Legislature to create the office of State Superintendent of Public Instruction, and for the passage of an act establishing Normal Schools. The next meeting of the Association was held in Peoria, December 26, 1854, since which time the organization has been kept intact, and each year it has increased in number and in usefulness.

In point of education we hazard the opinion that Illinois is not behind other states. In the great array of men and women who have been foremost in the school work we feel free to select the following as having been intimately connected with our educational advancement: Newton Bateman, W. H. Powell, C. E. Hovey, Bronson Murray, Simeon Wright, B. G. Roots, Professor J. V. N. Standish, W. H. Wells, W. M. Beeker, Dr.

Richard Edwards, Ninian W. Edwards, Geo. Howland, J. L. Pickard, E. C. Delano, Thos. Metcalf, H. L. Boltwood, E. L. Wells, E. A. Gastman, Andrew M. Brooks, Flavel Moseley, John C. Dore, Miss Harriet N. Haskell, Miss Anna P. Sill, Mrs. Franas A. Wood Shiner, Henry Raab, Geo. Bunsen, Julian M. Sturtevant, James H. Blodgett, Dr. Samuel Willard, W. B. Powell, Prof. J. B. Turner, D. S. Wentworth, Samuel M. Etter, Jas. P. Slade, S. W. Moulton, Dr. E. C. Hewett, Dr. Robert Allyn, and David A. Wallace. Messrs. N. W. Edwards, Bateman, John P. Brook, Etter, Slade, W. H. Powell, and Raab, have each been honored with the office of Superintendent of Public instruction, while all of the others have been active workers and have held many high trusts in our schools and colleges.

Mr. Edwards was appointed Superintendent of Public Instruction by Governor Matteson, in 1854, and held the office until January, 1857, when Mr. Powell became his successor through election by the people. Mr. Bateman was elected to the office five different times while the others have held it a single term.

As an auxiliary to the school work a number of excellent school periodicals and journals have been established in the State, the first of which was the *Illinois Teacher*, published from 1855 to 1872. It was first established by the State Teachers' Association, but later was published as a private enterprise by N. C. Nason, of Peoria. It exercised a marked influence in leading and shaping public opinion upon school questions. Among the journals in existence now we take pleasure in mentioning the *ILLINOIS SCHOOL JOURNAL*, published by John W. Cook, of Normal; *Present Age*, *Practical Teacher*, and the *School Master*, by E. O. Vail, all of Chicago.

To review the history of the intellectual advancement of Illinois during the sixty-five years she has been one of the Sovereign States of the National Union, is to conclude that under wise direction and liberal and judicious legislation we shall continue to advance in literature, art, science, and good government.

— Labor brings pleasure; idleness, pain.

## VEGETATION.

BY ALEX. E. FRYE.

Every school should have a garden spot, in which the children can prepare the soil, sow the seed, and study the growth. The simple laws that regulate the distribution of vegetation over the surface of the entire globe may be worked out by the children in their own school yard or room.

The teacher in the country will have no difficulty in securing suitable grounds. But what can the city teacher do—hemmed in by brick walls, while often the yards themselves are paved with the same material? It is to the latter class that the following suggestions are offered.

If we cannot go out to Nature, we must bring Nature into the school-room. Interest the children by being first interested ourselves. Give each one some part to perform. One may plant grass seed in wet cotton; another grow flax seed in a sponge; a third make a cup by digging out a sweet potato, fill with water and hang in the sunshine, or put the sweet potato into a tumbler of water and allow the beautiful vine that will soon shoot out to grow about the wall. Another may make a flower pot from a common Irish potato, being careful not to injure the "eyes," and plant in it a German ivy, or a small onion. One or two air plants will also interest and instruct the children. A few vegetables should be sprouted in a dark cellar, and their sprouts compared with those formed in the sunlight. Let the children discover which of our common vegetables will grow in water.

Have the pupils make boxes one foot square by six or eight inches deep, filling some with rich loam, others with clay, and others with sand, gravel, etc. In each box plant corn, beans, grass seed, rice, cotton seed, wheat, coffee, orange seed, grape seed, etc. Let the children make little plows, hoes, rakes, forks, spades, shovels, etc., and teach their proper uses in the box gardens.

Put one set of the boxes containing the different kinds of soil, in the *sunlight*, another set in the *shade*, and a third in the *dark*. Keep one set *wet*, another *moist*, a third *dry*. Put one set in a *hot*, another in a *warm*, and a third in a *cold* place. Mark carefully the



spot where each kind of seed is planted, with the date of planting. Now the race begins. Which plant will first appear? Mark its date and watch for the next. Let the children make notes of all they observe, for language lessons. As soon as a necessity is created for a new name, give it. Do not hesitate to teach new words *when the children need them*.

Now they will discover that certain plants grow best in sand; others, in loam; some, in wet soil; others, in moist; some, in a cool place; others, in a warm. They may discover that grain stalks growing in one kind of soil are larger and stronger than those growing in another. Why? They may compare the color and strength of plants growing in the sunlight and dark, in hot and cold places, in very wet, and dry soil, etc.

One fact *discovered* by the children is worth a hundred told them by the teacher. The power to discover is a source of constant happiness to every one. Let us not destroy the means of happiness in the children by telling what their own powers may reveal to them with delight.

So they are led to see that different kinds of vegetation are dependent upon different conditions of soil, sunlight, heat, and moisture. A basis is thus laid for the study of the distribution of vegetation.

Now, if the children have studied the structure of the globe, and its effect upon drainage, and have located the great natural garden spots, they are ready to read and study intelligently about the products of the globe. Make a collection of as many of the staple products as possible, and pictures of others. Talk about their uses, interesting facts relating to their growth, etc. Then lead children to classify in various ways. The following classification according to uses, suggested by Col. Parker, is excellent.

1. SHELTER PLANTS.—(a) Clothing: cotton, flax, etc. (b) Home: pine, bamboo, etc. (c) Fuel: pine, oak, etc.
2. FOOD PLANT.—(a) Staples: rice, wheat, etc. (b) Luxuries: Oranges, spices, etc.
3. MEDICINES.—Cinchona, Rhubarb, etc.
4. MANUFACTURES.—Mahogany, logwood, indigo, etc.

They may be again classified according to the parts of the plant; *e. g.*

1. TRUNKS—cedar, walnut, etc.
2. LEAVES—tea, tobacco, poppy, etc.
3. ROOTS—sassafras, manioc, etc.
4. BARK—cork, oak, cinchona, etc.
5. SEED—rice, wheat, etc.
6. SAP—maple, pine, etc.
7. FRUITS—orange, grape, etc.

Still another classification may be made of plants that grow in

1. Hot countries.
2. Warm countries.
3. Temperate countries.
4. Cold countries, etc.

Then the garden spots of the globe may be planted. If the moulding sand is used, the great natural belts may be shown by colored crayon sifted or scraped upon the moulded map. For instance, cover all the cotton growing districts of the world with white crayon; the grain belts, with yellow; the lumber, with green; the fruit, with orange, etc., paying no regard whatever to political divisions at present. Another excellent device is to put upon the moulded maps in their proper places the real products, as far as practicable. This assists in associating the products with their exact locations. The children should also do this same work, and should draw the colored production maps upon the blackboards and upon paper.

When this work is finished, the children see the *necessity* for exchange of products between foreign countries, and between parts of the same country. They know what goods the country is able to export, and what ones it needs to import, and they take great delight in sending their imaginary ships all over the globe, loading and unloading at different ports. They also see the necessity for great centers of trade, and can give reasons for the location and growth of great cities. Geography is to them something to reason about—a means of mind growth.—*School Journal*.

How paradoxical is man! First he lies and then stands—to his lie.

A colored man went into a Galveston newspaper office and wanted to subscribe to the paper. "How long do you want it?" asked the clerk. "Jes as long as it is, boss; if it don't fit de shelves, I kin t'ar a piece off myself."

# ILLINOIS SCHOOL JOURNAL

A MONTHLY EDUCATIONAL MAGAZINE.

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JOHN W. COOK, AND R. R. REEDER,  
EDITORS AND PROPRIETORS.

NORMAL, ILL., JULY, 1884.

Entered as second-class matter in the postoffice in Normal, Ill., for transmission through the mails.

The growth of THE JOURNAL has been so rapid during the last year that the labor of editing and managing has become too great for one person when added to the work of the school room.

I am happy to announce that Mr. R. R. Reeder, successor of Mr. Charles DeGarmo in the Normal School, has purchased a half interest in THE JOURNAL, and with this number assumes his share of the duties. It is our purpose to improve materially the character of the magazine, and to merit even a fuller patronage than it has been my good fortune to enjoy.

c.

Before the next issue of THE JOURNAL, the great meeting of school people will be a matter of history. Everything indicates the largest gathering of its kind ever held on the continent. Fall in, teachers of Illinois. Let our representation in numbers and character be what should be expected from this great, populous, and wealthy state.

Dr. Frick, the director of the Weisenhaus School, in Halle, did a highly diplomatic piece of business the other day. He is a follower of Herbart, and desired to bring his writings into prominent notice among the gymnasium directors of Saxony; so he went quietly to the State Minister of Education for Saxony and induced him to send word to every gymnasium director that he desired an examination of Herbart's pedagogical writings to be made, and a report sent in in regard to their significance in gymnasiums. The result may be imagined. Every director read Herbart.

Would it not be wise for county superintendents to select some suitable book on teach-

ing and announce at the beginning of the year that a portion of the examination would be devoted to it? Superintendent Rabb has established the precedent in his State examinations.

Many who apply for certificates have never read a page upon the subject of teaching, and their ignorance is equalled only by their presumption. Of the 22,000 teachers in the State, not more than one in four reads a school journal. The desperate condition of things will certainly warrant so mild a requirement.

The summer institutes are upon us. The new law will have a fair test this season. It has its enemies. The work this summer must be of such a character as to commend the amendment to the people of the State or the incoming legislature will drop it from the statute book. The indications are promising. There is a general disposition to discontinue the certificate mill business, and give much time to a study of principles and methods.

If we are not greatly mistaken in the signs of the times, there is a movement in educational circles, even in those localities where the most sullen conservatism has been the rule. Many teachers are beginning to conclude that there is something for them to do. The vigorous denunciation of the existing order of things, by the aggressive advocates of the so-called "new education," is producing its effect. While much that is said is far too sweeping in its character, there are plenty of localities where the strongest terms utterly fail to do justice to the case. Into some of these regions the summer institute will pour a flood of light, while to all it should bring an unmeasured good.

✓ Mr. DeGarmo, writing from the University of Jena, says: "I think I see the needs at home more closely than I ever did before, but I see also many other things. The superiority of the German system, taken as a whole, is not to be doubted for a moment by one who studies it. By this I do not mean more than that the results here obtained are in many directions well worth striving for. But the longer I stay here the happier I am that I am; my children must not always do so. Strang

as it may seem, the causes that make Germany undesirable as a home are among the chief causes of her superiority in education. Much as I admire German results, I can but deplore the means which bring them about. In the first place everything smacks of despotism on one side and servility on the other. Despotism begins at the top and extends through all classes to the next to the bottom. Servility begins next to the top and descends, step by step, to the bottom. The school is a government machine run from the top, the people furnishing the children on compulsion, and determining the grade of school to which they shall send them by the amount of money they can pay in rates.

"The teacher is a government officer and is as despotic as a drill sergeant with raw recruits. The people have no resource save an appeal to despotism a little higher up.

"Then, again, the degree of preparation of teachers in general is a thing that has barely been approached at home. The life of the teacher is about as follows: In the first place he attends a gymnasium until nineteen or twenty years of age. He then goes to the university for three or four years more. He is then ready, not for teaching, but for probation. At the end of a year, at the very least, he passes his State examination, if he can. Now, at the age of twenty-five or twenty-eight, he is ready, after passing one year in the army, which he may have put in earlier, to teach. But he must wait for a vacancy, which means a death or a retirement from old age. Nobody resigns in this country, and nobody is discharged except for rare offenses. Perhaps he will find a place, and perhaps not, for there are many candidates waiting for every vacancy. All of this time he has not been earning a cent. Moreover, the pressure is so tremendous that the demands in way of preparation are increased from time to time until now they are enormous. If a student could see at a glance from the beginning what he must do to earn his pittance for his black bread and beer, I verily believe that he would drown himself or never try to attempt the seeming impossibility. When he has finally been admitted to the teachers' ranks he can never hope to do anything else, since an equal demand is made for any other position. He

is as firmly confined to his course as the mountain stream is to the ravine down which it once starts."

We hear much of the excellent results achieved by the German schools. Mr. DeGarmo gives us, in the above extract, some idea of the cost of these results. The average reader is inclined to query whether the "game is worth the candle." Germany seems to be suffering from an over-production of educated men, and in order to lessen the evil—for evil it seems to be—attempts to discourage their over-production by an increasing rigor of requirements for positions under the government. The situation is certainly unique and suggests certain possibilities in the matter of education that seem strange to the American mind.

We, however, are in no peril as yet in the direction of over-education. We are suffering from the opposite condition, and can never hope to administer our school affairs efficiently and economically until public sentiment demands some sort of preparation on the part of teachers, though it be but a tithe of what is expected from the German schoolmaster.

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Where are the boys? Are the girls in such an overwhelming majority as the list of high school graduates would seem to indicate? Without making a count we hazard the guess that the boys do not muster more than a fourth of the whole number who receive diplomas this year. If we seek the census tables we find that the boys hold their own in the decennial count. If we go into the lower grades of the schools we find no such differences in numbers. When we examine the grammar grades, however, we begin to note the fact that the girls are numerically stronger, and when we enter the high schools the difference is clearly perceptible. There are several reasons why so few of the boys finish even the limited courses of study in our village high school:

1. The average American boy is full of the spirit of the time. He wants money. He realizes that it is the most potent influence in our civilization. Seeing no immediate money value in the culture of the schools, he longs for the time when he shall enter the great

body of workers who are struggling for the "almighty dollar."

2. The variety of occupations open to men affords him an early opportunity to leave the school and enter upon a business career. A boy of fourteen or fifteen has his choice at a score of chances to engage in remunerative employments. What can a girl of the same age do? Beyond the duties of the household there is no place for her. She has few inducements offered her to leave the school, hence she remains. Are the conditions of a half century ago to be reversed? Are the women of the country to monopolize the culture and the men to become mere business drudges? If either class must lack in those departments of learning that lie beyond the simplest necessities of business life, let it be the boys. They are to lead a life of higher mental stimulation and will continue to grow in consequence. If any one needs large resources of culture it is the wife and mother whose lot will be cast too often among lessening opportunities for mental development. But the village high school is at our doors. Its course enters, somewhat, the field of knowledge that lies beyond the "three R's." A single term in a science study often does more to awaken a boy to a thoughtful intellectual life than a half-dozen years of arithmetic, grammar, and spelling. What a pity it is that the boys will not repress this hunger for dollars long enough to acquire a little taste for literature and science!

3. Is it possible that the scarcity of men in the teachers' ranks has anything to do with it? Something is out of joint somewhere. Let's have the subject ventilated somewhat.

#### BOOK TABLE.

A TREATISE ON PEDAGOGY, FOR YOUNG TEACHERS.  
By Edwin C. Hewett, LL. D., President of the Illinois State Normal University.

This is the title of another good book by Van Antwerp, Bragg & Co., Cincinnati, O. The author is an experienced teacher and educator, and addresses himself chiefly to those with such experience. He speaks with authority and generally to the point. But, in addition to the matter of mere experience, the author shows deep, solid thought—some thoughts too, that have not yet been admitted into the temple of current literature of the teacher; but thoughts, nevertheless, that are knocking hard at the door. He strikes some sturdy blows against the walls of ancient tradition; but, while they

tremble, they do not fall. He hurls them vigorously against the gates and bars of prejudice, but they are not battered down. He dives deep into the muddled pool of metaphysics; but the bottom is not reached, neither are its turbid waters made clear. And I have thought that it will require more than human wisdom and might to batter down these obstructions, and to sweep away the errors grown hoary with the moss of ages, from the path of the student of pedagogy.

What this student needs more than any thing else—more than mere direction how to do his work well—is something *simple, clear and definite in fundamental principles*, which may be studied and learned as the principles of jurisprudence, or of logic, or mathematics are, out of which methods, truly philosophical would soon be developed, adapted, in every way to the wants and weaknesses of mankind; subject to such modifications, meanwhile, as the wise teacher alone can make.

My professional brethren, we are doing too much patch-work in pedagogy. We want a whole garment or none. We have material enough out of which to construct one of the grandest sciences ever developed by human research, even the "*scientia scientiarum*"—the science of all sciences, since all others are included in it, and used by it for the grandest purpose on earth, even the development of human energy and human power. Pedagogy has deep, underlying principles—a substratum composed of truths as old as creation,—even the science of human growth and perfection,—spread all beneath it; and we have only touched bottom, here and there, in our explorations. We are too hasty in our conclusions. We adapt our theories too much to our preconceived opinions. We hear of a good thing, and we at once jump to the conclusion that it is the great lost art, or something of this kind—the "*Ultima Thule*" of all excellences and forthwith we proceed to write our books and theories, only to be subjected to the mortification of revising them in later years; I did—and even the revisions don't cover their defects.

We must find out, in the first place, what the child the boy, the man is—what he is physically, mentally spiritually, as to capability—not what books say about him in these regards. Books on these points are most obstructions. They lead away from the real, to something else, from nature to supernature, from the real man to some metaphysical scare-crow, no more like the real man than my old boot is like the foot that gives shape to it; or the shoemaker who fashioned it—a boot.

We have boys and girls in great abundance, and they afford better opportunities for study than all the books ever made by man. Why should we turn aside them, their mere shows, their descriptions—mere counterfeit sometimes. And then we must adapt our theories and methods of instruction and education—for they are the same, though often confounded—to these live boys and girls, taking into account, *all their powers and possibilities*.

But this is a good book. It makes one think, which is the best test of the excellence of any book. It is exhaustive nor speculative, not even philosophical. It does not pretend to be. It is suggestive; and for reason, if for no other, it ought to be read carefully and thoughtfully by every young teacher. And it wd

not hurt the old ones to read it, and practice its suggestions; especially will it not hurt the old fogies to read it. And if they do, Mr. Publisher, this *good* book will have a tremendous sale.

JOHN OGDEN,

Principal of Fayette, Ohio, Normal School.

**GEOLOGICAL EXCURSIONS; or, The Rudiments of Geology for Young Learners.** By Alexander Winchell, LL. D. S. C. Griggs & Co., Chicago, 1884.

In this volume of 234 pages, Professor Winchell has done much towards popularizing the study of geology. After a few suggestions to the teacher about the manner of using the book, the author takes his pupils on a variety of excursions, first to the garden, the gravel bank, and among the boulders, in the vicinity of their homes; afterwards, to places of interest at a distance. In every instance the pupils are to handle the rocks and fossils for themselves, and to answer a number of questions concerning them. Many who would be discouraged from beginning the study by the formidable array of technical terms with which the standard works on this science usually begin, will be enticed by the simplicity and clearness of this primer to commence the study at once, and pursue it with relish. No teacher can read it without receiving many valuable suggestions as to the best methods of presenting the subject to his pupils. The book is sure to have a large sale.

### THE MAGAZINES.

**THE POPULAR SCIENCE MONTHLY.**—The article to which the teacher will at once turn is *The Fruits of Manual Training*, by Professor C. M. Woodward, Ph. D., of the Washington University, St. Louis. The interest awakened in this subject in Illinois is not to be satisfied short of a fair experiment. Several schools are doing something in this line, and more will follow. Professor Woodward makes eight points in his argument, all of which seem to be well taken. The article will receive careful attention.

**THE ATLANTIC MONTHLY.**—The *Growing Power of the Republic of Chile*, compiled from Bulletin No. 1., American Geographical Society, is an interesting sketch of the rise and recent triumph of this aggressive little republic. The relation of the Garfield administration to the contest between Chile and Peru is explained; it is needless to say that it does not shed any considerable amount of lustre on our government. In addition to the serials, William Henry Bishop contributes a western story with a Mormon background. O. H. Durward's *Beaten by a Giaour*, is a pleasing little sketch, showing contrasts as strong as the telephone and the pyramids. Among the remaining articles are A. Cook's *Tourist in Spain*, *The Haunts of Galileo*, *The Underworld in Homer*, *Virgil*, and *Dante*, and the book notices of *Peter the Great*, and *Schliemann's Troja*.

St. NICHOLAS is on hand full to the brim of charming things for children. Among them are: *How the Series Broke Up "Meeting"*; *Jerseys*, or *The Girl's Jacket*; *A Fourth of July Among the Indians*; *Historic Toys*; *The Bartholdi Statue*. The illustrations are, as usual, delightful.

### ILLINOIS NORMAL.

Commencement week has come and gone. The building has settled down to its vacation doze. The streets of the village are quiet. The clerks at the grocery stores are happy.

The exercises of the week began on Sunday, the 15th, with the annual sermon by Dr. Hewett. Instead of holding this exercise in the evening and in one of the churches, it was given in the morning in Normal Hall. The churches of the village adjourned their usual exercises, and the hall was crowded.

The Doctor discoursed very acceptably, and closed his sermon with a few earnest words to the class. The music was given by a chorus of students.

On Monday noon the examinations began and were finished by Wednesday noon. There was a "redness of eyes" here and there, but on the whole things went off very pleasantly.

On Wednesday afternoon the dedicatory services of the Howell Memorial Tablet were held in the large hall. Mr. Gastman, of '60, delivered the address. Brief remarks were made by Lieut. Sweetser and Lieut. Mercer, army comrades of Lieut. Howell, and also by Dr. Hewett. At the conclusion of these exercises the audience repaired to the high school room to witness the unveiling. The memorial tablet is of marble, about twenty-four inches wide and forty inches long. Around the top is a wreath of laurel, and just below a pen and sword. On the sides are fluted columns, and in the center a miniature monument with the word "Howell" on the pedestal. The inscription is below and is as follows:

"Lieut. Joseph Gideon Howell, Co. K, 8th Ill. Volunteer Infantry. The first principal of this school; the first graduate volunteer. Killed at Fort Donelson, February 15, 1862. Friend, teacher, soldier, christian. To his memory this tablet is dedicated by his fellow alumni. 1884."

It is placed above the blackboard, on the south wall of the high school room. It is surrounded by a walnut frame and covered by a plate glass.

The alumni held their business meeting in the afternoon of Wednesday. A new constitution was adopted and the following officers were elected: President, J. H. Burnham, '61; vice-president, Fannie Fell, '79; recording secretary, Alice McCormick, '83; corresponding secretary, John W. Cook, '65; treasurer, J. Dickey Templeton, '73.

Annual meetings will be held hereafter on the Wednesday preceding the annual commencement. Several classes were represented, and the feeling was general that under the new arrangement of terms the meetings will be materially larger.

On Wednesday evening the class exercises were held in Normal Hall.

Miss Mary Hall, the class president, presided and opened the exercises with a brief address.

Miss Carrie Dillon addressed some complimentary remarks to the people of Normal. Mr. Aldrich and Mr. Rogers gave the orations, Miss Lunger the essay, Miss Walker and Mr. Heath the class history, Miss Whitcomb the class poem, Miss Hendron and Mr. Milliken the class prophecy, Mr. Wood the pedagogics to C, and Miss Gifford the closing address. Miss Milligan received the pedagogics for C. The exercises were long but interesting, Mr. Milliken's prophecy being, as was expected, very funny.

Thursday was, of course, the great day of the week. The morning opened unpropitiously. A small deluge rendered everything generally disagreeable. The weather improved somewhat, but it was wretched all day.

The names of the class, and the program, are as follows:

#### ORDER OF EXERCISES.

COMMENCING AT 10 A. M.—PRAYER, BY REV. CONRAD HANEY.  
Chorus..... Gallant and Gaily  
Salutatory and Oration..The Heliocentric Theory of History  
Nathan A. Harvey, Cumberland county.  
Essay.....Physical Education  
Carrie A. Dillon, McLean county.

- Oration.....Evils of the Aggregation of Wealth  
Edward Aldrich, Christian county.
- Essay.....A Perfect Woman Nobly Planned  
Zella Campbell, Tazewell county.
- Cornet Solo—Brilliant Gem Polka.....Keller  
James A. Bishop.
- Oration.....Life on the European Plan  
David H. Chaplin, McLean county.
- Oration.....The Student  
M. Emma Biggs, McLean county.
- Essay.....Elements of an Essential Duality  
Carrie A. Gifford, Grundy county.
- Oration.....A Plea for the Specialist  
William D. Edmunds, Grundy county.
- Essay.....Make Yourself a Necessity  
Clarissa E. Ela, McLean county.
- Essay.....Mushrooms  
Mary M. Hall, McLean county.
- Oration.....Occupy  
Annie Hendron, Woodford county.
- Essay.....Home as an Educator  
Harriett M. Montgomery, Logan county.
- Concerto, G Minor Op. 25 (Duo for two Pianos) Mendelssohn  
Misses M. D. Cochran and Minnie M. Milligan.
- Oration.....A Plea for the Helpless  
William R. Heath, Boone county.
- Essay.....God's Language  
Kate G. Lunger, Sangamon county.
- Oration.....The Teacher's Qualifications  
Leander Messick, Jo Daviess county.
- Oration.....Modern Fallacies  
Orris J. Milliken, Boone county.
- Essay.....The Schoolmaster in Literature  
Carrie M. Fuller, La Salle county.
- Essay.....The End is Not Yet  
Cora J. Walker, Livingston county.
- Oration.....Horace Mann  
Murray M. Morrison, Brown county.
- Oration.....Extremes  
Monroe W. Utz, Indiana.
- Oration.....Manual Education  
Austin C. Rishel, La Salle county.
- Vocal Solo—"My Boyhood's Home,".....Amelia  
David H. Chaplin.
- Oration.....Temperance and the Teacher  
Orville T. Rogers, McLean county.
- Oration.....Underground Work  
Clara A. Whitcomb, McLean county.
- Oration.....The Impending Danger  
James C. Wood, Woodford county.
- Essay and Valedictory.....Perspective  
Etta J. Caughey, Rock Island county.
- Vocal Solo—"My Mother bids me Bind my Hair,".....Haydn  
Miss Ida Porter.

## AWARDING DIPLOMAS.—BENEDICTION.

The speakers were Mr. Harvey, Miss Campbell, Mr. Edmunds, Miss Montgomery, Mr. Rishel, Miss Fuller, and Miss Caughey. Mr. Harvey had the Salutatory and Miss Caughey the Valedictory.

Several of the class are stationed for the next year and others are awaiting orders. Mr. Harvey goes to Pittsfield as principal of the high school. Mr. Rishel takes charge of the Paxton schools. Mr. Heath goes to Peru with Mr. Carter. Mr. Messick goes to Carlyle. Mr. Morrison goes to Franklin Grove. Miss Hall will teach in Bloomington, Miss Montgomery and Miss Caughey in Dixon.

## ALUMNI NOTES.

- Henry Norton, '61, is expected east soon.
- F. W. Gove, H. S., '75, is spending the summer in Normal.
- Mr. Rosenberry, '82, changes from Franklin Grove to Mt. Sterling.
- E. W. Thomas, '82, of the Colorado State University, summers at Franklin Grove.
- John T. Bowles and wife, '78 and '81 respectively, go to Decatur, as does Miss Hobbs, '81.

Mr. and Mrs. Magill will teach in Strawn next year. Mr. Magill is now finishing out the year there.

We have just received the announcement that Miss Greenamayer was married to Mr. H. C. Crosby, June 18. Their home is to be in New Buffalo, Mich. The JOURNAL extends heartiest congratulations.

A line from Philadelphia announces the death of the infant child of Prof. and Mrs. James, and the serious illness of the latter. The sympathies of the whole community are with these esteemed friends in their bereavement. It is hoped that Mrs. James is now convalescent.

The students and citizens were greatly shocked on the morning of June 5, to learn that Mrs. Clara Watts, of the class of '68, and a resident of Normal, had died very suddenly the night before. Mrs. Watts was a soldier's widow. Left with two children, she set herself bravely to the task of fitting herself for their support. She entered the Normal school in '65 and completed the course in '68. She taught for several years after graduation, but the past few years has lived in Normal near the old Gen. Hovey place, and has kept boarders. The immediate cause of her death is supposed to have been heart trouble. Her son Walter is living in Florida, and was not able to return in time for the funeral. Her daughter and son-in-law, who live near Pontiac, were summoned by telegraph, and reached here a few hours after her death.

## PERSONAL.

M. R. Regan remains at Plainfield next year.

Ira N. Ong is retained at Tonica with an advanced salary.

W. H. Chamberlain succeeds Mr. Jess at Leroy. Mr. Jess goes to Lexington.

T. C. Clendenen, of Arcola, has been offered the superintendency of the Portland, Oregon, schools.

Prof. Draper, principal of the Bloomington High School, resigned at the close of the school year.

W. S. Mack was recently reflected principal of the Moline schools, and two hundred dollars were added to his salary.

Washburn graduated a class of seven this year. Edward Bangs is retained as principal, with an advance of two hundred and fifty dollars in his salary.

Joseph Carter remains in Peru next year, although strongly inclined to return to his first love and become a granger again. Mr. Carter is one of the few schoolmasters that own farms.

John T. Bowles and wife, and Miss Belle Hobbs, all of whom have been in Metropolis for the last two years, go to Decatur. Mr. Bowles takes charge of a ward school and the ladies take assistants' positions.

J. N. Wilkinson, for several years principal of the Decatur high school, takes a position in the Emporia, Kansas, normal school next year. Illinois loses one of her best men.

The schools at Sibley closed June 21. There were about 275 persons present, and they had a fine banquet. The school presented Mr. Clinebell, the principal, with a fine encyclopedia, half morocco and gilt edge. This closes Mr. and Mrs. Clinebell's third year at Sibley.

Prof. Granville F. Foster, whose name is familiar to the readers of THE JOURNAL, and who left the Southern Normal last year to go to Reno, Nev., has removed to Vacaville, Solano county, Cal. He has opened at that point a normal and scientific school, whose first term will open Tuesday, August 5.

At a meeting of the Chenoa board of school directors, held June 23, the following teachers were elected for the coming year: Miss Lizzie Swan, superintendent and principal of high school; Miss Clara Pendleton, assistant principal of high school; Miss Belle Campbell, principal of grammar school department; Mrs. Etta Grosbeck, principal of intermediate department; Mrs. Dooley, principal of second primary department; Miss L. M. Dyer, principal of first primary department.

The public schools of Chenoa closed their year's labor on June 23, with appropriate exercises in the high school. The programme consisted of readings, recitations, music and farces. A very large number of patrons were present. Louis Warner, in behalf of the scholars, presented Prof. M. F. Bovard with a handsome clock; and Miss Hattie Downey, in behalf of the scholars, presented Miss Lizzie Swan, assistant principal, with a handsome individual silver castor. The schools of Chenoa are in a flourishing condition.

The Decatur Board of Education, at a recent meeting, elected Mr. Gastman for the twenty-fifth time, twenty-three of the elections being for Superintendent. In all these years there has been but one vote cast against him, and that was several years ago.

We believe this record is unsurpassed in the State. The condition of things in Decatur is what might be expected. The schools are the pride of every citizen. The buildings are excellent in design and equipment. The debt is—nothing. We congratulate Mr. Gastman and his sensible Board. They seem to understand each other.

At a meeting of the Board of Education, Thursday night, Prof. McCay was hired as principal of our schools for another year, at an advance of \$150 in salary, or \$1,400 a year. This is a very wise step on the part of the board, as the experience of the school year just drawing to a close has taught us that a competent principal is the cheapest. Never has Fairbury had as good schools as she now has, and the retention of Prof. McCay bespeaks a still more marked advance in the ensuing year. —*Independent Blade*.

A later rumor has it that Mr. McCay will take charge of the preparatory department of the Wesleyan University next year.

Professor S. A. Forbes, many years in charge of The Laboratory of Natural History at Normal, and for a year and a half the State Entomologist, has been elected to the Chair of Natural History in the State University, at Champaign.

The State Laboratory is the work of his hand and brain. He found it next to nothing. It is now known through its bulletins to every scientific man of prominence in America and Europe. As State Entomologist, he has the confidence, not only of the scientific men of the State, but of the great agricultural interest as well. That he will distinguish himself in his new field is as certain as that he will enter it.

### STATE NEWS.

Metropolis has a class of four this year,—two boys and two girls.

Paxton graduated a class of six this year, four of whom were boys.

S. B. Wadsworth's high school at Oregon, sent out a class of seven, June 17.

The Downer's Grove schools, in charge of J. K. Rassewiler, graduated a class of six, June 6.

The Lake View high school, A. F. Nightingale, principal, graduated a class of ten, June 26.

The Somonauk high school graduated a class of seven, June 13. This school is in charge of P. K. Cross.

Hyde Park graduated a class of eleven this year. The class of '85 gave them a reception on the evening of June 27.

The Oak Park high school, B. L. Dodge, superintendent, graduated a class of twenty, June 20. Twelve of the class are boys.

The Nauvoo township high school was organized in 1881. It has a three years' course, and an attendance of forty-five to fifty. The principal is Wm. Symmonds.

The first class will graduate next year. The present year closed with the annual exhibition, June 5.

As a result of the work done in industrial training in the Moline schools, the Tri-city (Davenport, Rock Island and Moline) Principals' Association, at its last meeting for the year, appointed a committee, consisting of the superintendents of the three cities, to report at the beginning of the next year, a plan of work adapted to be used in connection with the school courses of the three cities.

### WINNEBAGO COUNTY.

Prof. George Selby has contracted with the school board of Carthage, Ill., for the coming year. Since contracting he has received several other flattering offers.

An unusually interesting and well-attended series of teachers' meeting has been held in Winnebago county during the past term at Rockton, Durand, Pecatonica, Rockford, Winnebago, and Roscoe.

Previous to erecting a building, the school board of Rockford are endeavoring to secure rooms suitable for the carrying out of the new ordinance, which provides for a central high school and superintendent.

The questions of the competitive examinations, sent to the teachers in the rural schools, have excited an unprecedented interest, and some good results are expected. The awards are to be made at the county fair this fall.

### HENDERSON COUNTY.

Most of the schools have closed for the summer.

Miss Cameron has ceased her visiting schools until this fall.

Most of the female teachers have been getting thirty dollars per month this summer.

A good attendance is expected at the Summer Normal beginning July 28, at Biggsville.

Mr. and Mrs. Aleshire, of the Carman schools, closed their schools about the middle of June.

Prof. Green and Miss Shultz closed their schools in Biggsville on the 17th and 18th of June, respectively, by appropriate rhetorical exercises. The pupils of the higher department decorated their room very tastefully for the occasion.

The attendance at the Teachers' Institute held in Olena, June 7, was well attended, but the attendants were not all teachers. The following teachers either presented subjects or took part in the discussions: Misses Maria Marshall, Nora Stevens, Fannie Maynard, and L. Cameron; Messrs. C. N. Duff, Frank Wray, A. J. McCormack, M. J. Green and John Stevens.

J. O. S. H.

### ADAMS COUNTY.

There were two graduates from the Payson public schools.

Profs. W. S. Gray and E. G. Ertel are now engaged teaching an extra month at Coatsburg.

Miss Nettie Raymond, a teacher in Clayton schools, is visiting the Douglas school of Chicago.

Miss Dewitt has completed her school at Paloma, and has been retained at an increased salary.

Prof. Shannon is doing a grand work for Payson. He has been reflected for the ensuing year.

Miss Helen Cafky, one of Clayton's teachers, is spending vacation at her home in Jacksonville. She will return to Clayton on September 1.

The Adams and Brown County Normal will be held at Clayton, conducted by Superintendents Jimison and Lee; Prof. Anderson, of Clayton, will be principal instructor, assisted by Prof. Gray, and others.



The public schools of Camp Point closed on May 23. Prof. Hall will have charge of the educational interests another year. It is rumored that Miss E. V. Greenamyer will close a life contract with a board of one. Thus Camp Point loses.

The *Quincy Whig* recently published the following flattering notice in regard to the high school: "If there is one thing more than another in which all the people in a community should take a deep interest, that one thing is her public schools. And, judging from the number that assembled in the Opera House last night to witness the exercises of the graduating class of 1884 from the High School, Clayton does take that interest. The class, seven in number, three young ladies and four young gentlemen, all performed their part so well, that to say any one did best, would be almost impossible. The addresses by the Hon. Henry Raab, State Superintendent, and Prof. Anderson, the principal of the High School, were gems of thought and instruction, and were well received. Clayton is justly proudly of her schools." E. A.

#### WHITESIDE COUNTY.

The location of teachers will be given in my next.

A union school picnic was recently held in the western part of the county, and was addressed by Supt. Hendricks and Prof. Kelley.

Prof. Bayliss has bought an interest in the *Sterling Standard*, where he will still use his interest directly for the proper education of the people.

The graduates were quite numerous this year—Second Ward, Sterling, furnishing 14 and Morrison 11. The exercises of both these schools excelled all previous efforts, which have ever been good.

Our Superintendent, Prof. Hendricks, has his circulars out for the County Normal. His anticipations are great for the best normal ever held in the county, and the general verdict is that he will not be disappointed.

The most complete change takes place this year in the teachers' ranks known in our county for many years. Prof. Kelly, of Morrison, who has served that school and the county so faithfully and well for these many years, has retired, loaded with the honors he so richly deserves. Though he will probably henceforth be found in the garb of a private citizen, yet he may be depended on to strike a telling blow for the common school whenever he has opportunity. He ought to enter the lecture field. His last lecture, "Hindrances to School Work," should be delivered by him in every school district in the State. But he has given so much of his life and energy to others that he now feels obliged to work for himself.

Profs. Bayliss, Piper and Diller, of Sterling, have resigned, thus making an entire change in this city. These resignations are all by the very best teachers in our county, and at a time when educational matters are looking upward as never before in its history. It is fair to say, however, that this "looking up" has been caused mainly by the very men who have resigned. Though these men will still have an interest in the cause, and will ever be found on the right side, yet we cannot afford to lose the direct and active efforts of such men. It need not be expected that men who are capable of doing better for themselves in other occupations will continue to sacrifice their manhood and their own best interests to the bigotry which so frequently gets a controlling influence in school matters, and renders the work of the conscientious teacher so difficult. W. W. K.

#### BOND COUNTY.

Six school houses are either being built or repaired in this county, and as many more are putting in new and improved furniture and apparatus.

The graded schools at Pocahontas, Mulberry Grove, Reno, Dudleyville, and Woburn, are closed for the year, and the principals in each retained for the coming year.

The district schools have nearly all closed with a picnic and school exercises in the grove. These have been well attended, and a growing interest in school matters is clearly manifest in this county.

The past month has been one filled to overflowing with good things, educational and otherwise. Many of our country schools have closed a very successful year's work, and in nearly all the districts the same teachers are reemployed for the coming year, with increased salaries—two facts which speak well for the schools.

The Teachers' Institute for this county begins July 28, and continues four weeks. From assurances of attendance from the teachers we anticipate a profitable time. Besides the county teachers' quarterly meetings at Greenville, we have four monthly meetings in different parts of the county, the latter of which are well attended by both officers and patrons of the schools represented.

The graduating exercises of the Greenville high school took place in Armory Hall, May 22. Seven graduates greeted the public with productions, which, to say the least, were highly creditable to themselves, as well as to the efforts of the teachers. The Greenville school, with an entirely new course of study and a thorough change in text books, has marked an era in its history which can only result in great good. Prof. A. K. Carmichael as well as his assistant, Miss Lizzie Tinkey, retires, and their places will be filled by Prof. James C. Burns, of Washington, Iowa, and Miss Louisa A. Boyakin, of Belleville, this State. Both come highly recommended, and with the benefit of their years of experience, we may justly look for increased prosperity in our city schools.

Almira College, under the supervision of ex-Superintendent of Public Instruction Slade, held its commencement exercises on June 11, followed by the senior and art reception in the evening. It was the pleasure of your correspondent to attend the examinations of the different classes, and he was most favorably impressed with the thoroughness displayed in them all. No surface work, but actual subsoiling. The primary department, consisting of little "tads" from five to ten years old, was fine. You know that Superintendent Raab is insisting on good primary work in our schools. I think this work would have pleased him. Almira College is doing a good work for our country schools in this. Professor Slade is *always* present at our teachers' meetings, and is usually accompanied by several of the college teachers, who by their active work at our meetings give us great help. P. C. R.

#### WOODFORD COUNTY.

Metamora is institute town this year. She is also the first town in the county to have a lady principal.

Our county institute begins its session July 7, and continues two weeks. Supt. Kirk has secured J. V. Coombs, of Eureka, and Edward Bangs, of Washburn, as assistants. Miss Flora Pennell, of the State Normal University will lend her valuable services for the first week. Several lectures may be expected, among which will be one from State Superintendent Raab, on July 11.

There are changes in principals at El Paso (east side), Metamora, Roanoke, Benson and Eureka. Fred Smedley remains on west side, El Paso. L. C. Dougherty is retained another year at Minonk. Washburn board reflect Edward Bangs for a third year and advances his salary over \$200, giving him an even \$1,000.

Eureka College graduated a class of six June 12; Metamora six, May 21, and Washburn high school seven, May 28.

Some new principals are: Miss M. R. Maloney, Rutland; George W. Parker, Wenona; E. R. Ristura, Varna; J. E. W. Morgan, Magnolia; J. Phillips, Lostant; Miss Eliza Morse, Metamora.



## CUMBERLAND COUNTY.

Mr. Clemens, of Janesville, this county, is one of the institute instructors.

The prospect for a good attendance at our normal and institute is very favorable.

Mr. T. C. Ewing and W. A. Caldwell will attend school the coming winter, instead of teaching. They will probably attend the Crawfordville school.

Miss Ada Murphy, one of Cumberland's successful teachers, was recently married to Mr. G. W. Mathews, a young lawyer of Charleston, Ill. He was formerly a teacher of this county.

The board of directors of Neoga have employed the following teachers for the ensuing year: G. W. Monroe, principal; G. W. Capps, grammar department; Carrie Ewing, Sallie Mitchell, second primary; and Anna Rhea, first primary. G. W. M.

## SPRINGFIELD.

A called meeting of the Board for reflection of teachers was held June 10. The corps of instructors remains about the same.

The drawing-books from the Edwards school show remarkable work in the four upper grades; that of the sixth grade, taught by Miss Sutton, being of unusual merit.

A little boy was severely reprovod for lying: "How can you tell such stories?" exclaimed his teacher; "how can you be so wicked?" "I never told a lie in my life," he coolly replied; "how could I, when I have been whipped for it so many, many times!"

Miss Frances Kusel is elected assistant in the High School. She graduated at the last commencement at Michigan University. She taught for several years in the ward schools before studying at Ann Arbor, and her appointment is a recognition of her talents and success.

The City Council are asked by the Board of Education to appropriate \$54,000 for school purposes the coming year—\$52,000 for ordinary expenses, and \$12,000 for a new building. Two new buildings of eight rooms each are ready for use, but are inadequate to accommodate our rapidly increasing population. In proportion to the number of inhabitants our facilities for education are not as complete as they were twenty-five years ago.

The scholars in one of the rooms in the Edwards street school, were told to write a composition, recently, in which they were to say something pleasant about the school. The following will give you an idea of how well the instructions were followed out: "We have a small school room. There is three pictures on the wall, a diploma, and a clock. The clock stops every half hour. The blackboard is cracked, and the stove is rusty. The school house is situated in a very pleasant place, and our teacher teaches a good deal more than we can learn. The platform is old and needs a new carpet; but best of all, we have a school of good pleasant scholars, who are always happy. That is all the pleasant things I can think of just now. LIDA BARNES."

## ADDITIONAL INSTITUTES.

Alexander, Cairo; beginning Sept. 1, and continuing one week. Conducted by R. R. Reeder. Mrs. L. C. Gibbs, Co. Supt.

Champaign, Champaign; August 4, and will continue four weeks. Conducted by Co. Supt., assisted by M. Moore, J. W. Hays, and A. L. Starr. G. R. Shawhan, Co. Supt.

Cook, Normal Park; one week. First and Second Grade Section, Col. Parker, Conductor; Third, Fourth, and Fifth Grade Section, Charles I. Parker, Conductor; Sixth, Seventh, and Eighth Grade Section, Leslie Lewis, Conductor; High School Section, A. F. Nightingale, Conductor.

Cumberland, Toledo; August 18, and continuing one week. Conducted by Prof. G. W. Monroe, assisted

by J. W. Clemens and H. Davis. S. C. Miller, Co. Supt.

Effingham, Effingham; July 21, and continuing three weeks. Conducted by J. A. Arnold, Co. Supt.

Fulton, Lewistown; August 4, and continuing three weeks. Conducted by Supt. E. R. Boyer, assisted by J. W. Cook, J. P. Yoder, and E. E. Brown.

La Salle, Peru; July 21, and continuing three weeks. Conducted by J. M. Day, Wm. Jenkins, B. B. Lakin, and L. A. Thomas. G. B. Stockdale, Co. Supt.

Macoupin, Girard; July 28. Conducted by J. Pike and D. J. Murphy. Geo. W. Bowersox, Co. Supt.

Marion, Salem; July 28, and continuing four weeks. Conducted by O. T. Bright, assisted by S. G. Burdick and F. M. Alexander. W. H. Storrs, Co. Supt.

Morgan, Jacksonville; July 21, continuing five weeks. Conducted by Co. Supt., assisted by J. M. Hamill and J. R. Harker. C. M. Sevier, Co. Supt.

Stephenson, Lena; August 4, and continuing two weeks. A. A. Kape, Co. Supt.

Washington, Nashville; July 14. Conducted by A. M. Brooks, assisted by Nannie C. Anderson. W. L. Martin, Co. Supt.

## OREGON TRAINING SCHOOL.

Ed. Hender is married and farming in Iowa.

Hattie Hobart is writing in an office in Chicago.

Carrie Lewis is now Mrs. Ives, of Byron, Ogle county.

Kittie Bassett is teaching in the Elgin public schools.

W. W. Hanes is practicing medicine at Adeline, Ogle county.

Miss Ella Frazier has commenced the practice of law in Iowa.

Wm. O'Connor is teaching in La Salle county. He has been elected collector of his town.

Lessie Perkin has been, for a year, a successful book agent of Lee, Bureau, and other counties.

Harry Wulf, for the past year an instructor in the School of Pharmacy, Ann Arbor, leaves the University to accept a position in San Francisco.

The summer session promises to be the largest in the history of the school. The number of persons in the State preparing to obtain State Certificates, is yearly increasing. This school has already shown its efficiency to help such persons to do such work.

## INSTITUTE INSTRUCTORS' CONVENTION.

At the call of the State Superintendent, about a hundred county superintendents and institute instructors met at Normal on June 25. The Convention held five sessions, State Superintendent Raab presiding. On the first day, after electing County Superintendent Boyer secretary, Dr. Hewett opened a discussion on the nature of the work of the coming county institutes, by emphasizing his view that the teaching of principles and methods should be the chief aim in the work,—professional rather than academic instruction. While most of those participating in the discussions agreed with Dr. Hewett, there were some who would combine the professional with the academic work.

It was the sense of the convention that the institute provided under Section 51 of the School Law should be for professional instruction, as planned in the Syllabus issued by the State Superintendent, and that the usual "summer drills" should not be allowed to take the place of the institute contemplated by the law, and that if such are held they should be in addition to and not a substitute for the institute.

It was thought best that the institutes be thoroughly organized, and that the county superintendents are the proper persons to make whatever classification of teachers may be necessary. Upon motion of Mr. Gastman the teachers organized themselves into an institute

to discuss the Syllabus, which was the real purpose of the convention.

After recess, a model programme having been placed upon the board, W. B. Powell, of Aurora, presented the subject of reading. The following are some of the points made prominent:

1. Outline the work under these headings:

a. Purpose. b. Methods. He would have the teacher train the children from one to four weeks in methodical *seeing* and *telling* before introducing the written or printed forms of words. During this time pictures should be employed rather than objects, as they have a more apparent unit of thought and are, consequently, simpler. During the introductory work there should be a clear conception of a unit of work; that is, the teacher should keep the purpose of the exercise always in view,—viz: methodical *seeing* and *telling*.

Before the introduction of a book the child should become able to recognize the forms of from two hundred and fifty to four hundred words, to be chosen chiefly from his own vocabulary. In this list of words there should be a proper proportion of the parts of speech. He then discussed the appliances designated in the Syllabus, showing how they may be obtained and how employed.

At the opening of the afternoon session Dr. Hewett led the discussion of the geography work presented in the Syllabus, urging the conductors to illustrate their work so fully that the teachers present will be enabled to carry it out in detail in their school rooms. In emphasizing this idea he gave brief model exercises on fixing the points of the compass, making a sketch of the school room, locating pupils, seats, etc., all of which, it should be remembered, is introductory to the use of a text book or the real study of geography.

At the conclusion of Dr. Hewett's exercise, Superintendent Rabb gave an object lesson on cloth. The materials used were several varieties of cloth, wool in the condition in which it came from the sheep, carded wool, wool in rolls, yarn wound on bobbins, and an ingeniously constructed loom, prepared by the teacher, and fitted with warp, woof, and shuttle. After examining the various objects, learning their names, and employing them in sentences, he operated the model loom and illustrated the process of weaving in so simple a manner as to make any child familiar with the details of the operation.

The evening session was devoted to hygiene, the discussion being confined to ventilating, heating, lighting, and cleanliness.

The convention re-assembled at 9 o'clock a. m. Wednesday. Mr. Powell led the discussion of the language work of the Syllabus, emphasizing the point that there should be two parallel lines of work—grammar and composition. These should be begun in the lowest grades and continued throughout the course. The purpose of the first is to make a proper vocabulary, and of the second to train in its use in composition.

The former purpose is carried out by a study of words in sentences; the latter by the combination of sentences in connected composition. The composition work must first be oral. In the choice of subjects for conversation great care should be exercised in selecting those containing few ideas.

The methods to be employed are substantially those of the teacher of natural science; children learn the forms of language by studying language itself.

Some of these points will be more fully elaborated in an article which Mr. Powell will furnish for an early number of THE JOURNAL.

Dr. Hewett then conducted an exercise in the Theory and Practice work of the Syllabus. The convention entered into a lively discussion of the points presented and the methods of interesting the institutes in them.

The forenoon session closed with an exercise in Number by Superintendent Raab. A model lesson was given illustrating the first steps in number work. Objects were employed in developing the idea of number, and its composition and resolution. A bunch of lamp-lighters was all the material used. With these objects operations in all of the fundamental rules were illustrated.

Many hints were given respecting methods of introducing operations in denominate numbers, fractions, ratio, and proportion.

On Wednesday afternoon, Superintendent Raab gave an exercise in Penmanship. The central idea was the necessity of adopting some method and adhering to it rigidly until the pupils have so far made it their own that they follow it without effort and even without thought. He illustrated a method of drilling pupils by organizing a class and putting them through an exercise.

Resolutions were adopted:

1. To extend thanks to the State Superintendent for calling the convention.

2. To approve the publication of a series of articles in THE ILLINOIS SCHOOL JOURNAL, on the tendencies of language.

This meeting is the first of its kind ever held in the State. In attendance and enthusiasm it surpassed the most sanguine expectations of all who attended, and will, no doubt, be repeated next year with increased numbers and interest.

The following is a partial list of the institute workers present, with their addresses and the counties in which they are to engage in institute work. The names of county superintendents are marked with a \*.

E. A. Gastman, Decatur, Macon, White, Saline; Robert Allyn, Carbondale, Williamson, Jackson. (lectures in Edwards, Christian, Richland, Perry, Clinton, Marion); David Felmley, Carrollton, Greene; \*R. M. Hitch, Pittsfield, Pike; J. L. Hartwell, Dixon, Pittsfield, Pike; E. C. Hewett, Normal, Clark; Thos. Metcalf, Normal, Ford; A. Harvey, Paris, Edgar; M. Moore, Champaign, Champaign; W. H. Chamberlin, Rossville, Adams (Iowa), Vermilion; A. F. Goodyear, Woodlawn, Illinois; A. M. Brooks, Springfield, Washington, Hancock; \*John Jimison, Quincy, Adams; L. Messick, Nora, Lee; F. T. Oldt, Lanark, Stephenson, Carroll; \*Robert Brand, Galena, Jo Daviess; Edward Bang, Washburn, Woodford; Jesse Hubbard, Washington, Tazewell; P. R. Walker, Rochelle, Ogle, Winnebago; W. S. Gray, Coatsburg, Adams; Robert McCay, Fairbury, Livingston; \*John Trainer, Decatur, Piatt; \*G. I. Shawhan, Urbana, Champaign; Chas. W. Groves, Decatur, Champaign; E. E. Rosenberry, Mt. Sterling, Brown; H. M. Anderson, Clayton, Adams, Perry; \*I. M. Blair, Havana, Mason; O. J. Kern, Gays, C. F. Kirball, Elgin, Henderson; \*A. J. Smith, Springfield, Sangamon; \*J. McKearnan, Joliet, Will; \*G. W. Ferris, Pontiac, Livingston; \*B. C. Allensworth, Pekin, Tazewell; J. P. Yoder, Bushnell, McDonough, Fulton; J. V. Hays, Urbana, Champaign; Joseph Carter, Peoria, Christian, Edgar; A. J. Barton, Normal, Marshall; R. Price, Quincy, Boone; J. H. Langdon, Carlyle, Clay; \*E. R. Boyer, Lewistown, Fulton; M. L. Seymour, Normal, Will, McLean; N. C. Dougherty, Peoria, Peoria, Frank Mathews, Pekin, Knox; \*S. M. Guttery, Lincoln, Logan; \*G. A. Burgess, Monticello, Piatt; Thomas Balliet, Normal Park, McDonough; K. Clinebell, Sibley, Ford; L. C. Dougherty, Minonk, Marshall, Vermilion, Warren, Iroquois; S. Y. Gillan, Danville, Stephenson, Clark; J. W. Cook, Normal, McLean, W. Fulton; C. I. Parker, 1504 Forty-first street, Chicago; Cook, Monroe, Pike, St. Clair; N. A. Harvey, Normal, Pike; \*John A. Miller, Bloomington, McLean; I. Stockton, Kirkwood; J. R. Harker, Jacksonville, Morgan; B. B. Lakin, Streator, LaSalle; John H. Tedelavan, Tazewell; G. W. Monroe, Sullivan, Cumberland; W. B. Powell, Aurora, in seventeen counties; F. Howard, McLeansboro; J. Piper, Chicago, Dupage; John Hull, Carbondale, Clinton.

Alice C. McCormick, Normal, Clay; Mary J. Gills, Danville, Clark; Ella Bear, Decatur, White, Macon; Nancy R. Turnbull, Waverly, McDonough; Mary Hanman, Normal, Henderson; Flora Pennell, Normal, Woodford, DeKalb, Jo Daviess, Carroll; Martha Flemming, Bloom, Cook; Mrs. J. A. Miller, Bloomington, McLean; \*Mary W. Emery, Peoria, Peoria; Ruth Fenner, Tremont, Tazewell; Mrs. M. D. L. Hay, Normal, Jefferson; Minta Fulton, Decatur, Macon.

## PUBLISHERS' NOTES.

"What shall I do next," is a question that constantly arises with the young teacher. This and thousands of other questions are answered in the Teachers' and Students' Library published by T. S. Denison, Chicago. The day is passing when "anybody can teach school." Teachers must post up. The work referred to covers the entire ground, *Common branches, Science, Civil Government, School Law, History, etc.* It is the teacher's cyclopedia and constant friend. It should be on the desk of every teacher in the land. It is published in one large octavo volume at the low price of \$3.00.

"Our School" series of report cards and exposition chart. The best and cheapest arrangement out for systematic reports. Teachers wishing samples and prices will address W. W. KNOWLES, Sterling, Ill.

*American Progress*, N. Y.—The firm footing upon which assessment insurance stands to-day in this country is largely due to the energy and ability displayed in the management of the Mutual Reserve Fund Life Association, and the resulting solidity and vigor which it exhibits.

How many of our readers are aware of the fact that A. H. Andrews & Co. are the largest manufacturers in the world of school furniture? Have you noticed their "ad." on p. IX? Have you tried their Dustless Erasers? Have you seen their Lunar Tellurian Globe? Are you going to have new desks this year? Yes? Well, then, you must see the Triumph, with folding lid.

We would call the attention of teachers to Teacher's Cooperative Agency of Chicago, advertised in this number, as the best means of keeping posted on desirable positions becoming vacant. The work of this agency extends throughout the United States. Schools desiring teachers should not fail to write to them, as they count among their members not only teachers looking for places, but teachers having permanent positions, who would not make a change except for permanent.

*Examinations* are the bugbear of pupils and the terror of many teachers. Their labor may be greatly lessened by a careful use of the Teachers' and Students' Library. As a review book it has never been approached. The teacher who uses it need not fear to face his county superintendent. The test questions will enable you to conduct monthly examinations in all branches with half the usual labor. Every question has an answer. Published by T. S. Denison, Chicago. The price in one large octavo volume is only \$3.00.

The Brockway Teachers' Agency advertised in our columns refers to Supt. Howland, of Chicago, Prof. Phelps, Winona, Minn., Adj. Gen. Elliot, Springfield, and others. This agency furnishes a very convenient means of communication between teachers and employers.

H. H. Hill & Co. advertise, in this issue, their device for teaching the extraction of the Square and Cube Root. There is no reason why the old roundabout methods should be followed, when something simpler, and that appeals to the eye, is within easy reach. Read the advertisement on page VIII of the Advertiser.

## ITALIAN BEES.

I keep for sale, constantly, pure Italians, at \$8 per colony. If five or more colonies are ordered at one time, the price will be \$7.50 each. I have a few colonies of hybrids at \$6 each. I also offer colonies with imported queens at \$13.

Bees by the pound, from May 1 to 20, \$1.50; from May 20 to June 10, \$1.25; after that \$1. Queens, hives, smokers, sections, foundations, etc., at reasonable prices.

E. A. GASTMAN, Decatur, Ill.

Only one book in several hundred ever reaches a second edition. The Teachers' and Students' Library is destined to run through many editions. It is the most complete, the handiest and most practical work which we have

ever examined. It contains in one octavo volume just what every person should know. The teacher who places it on his desk will not part with it. The work is published by T. S. Denison, Chicago. Price, \$3.00.

Teachers of geography are sure to find *many questions with short answers* a useful and amusing exercise. The GEOGRAPHICAL HAND-BOOK gives to the teacher *one thousand five hundred questions*, already prepared, with answers,—300 on United States, 250 on Europe, 150 on mathematical geography, and other subjects in proportion. It would interest you to see how many questions out of 50 or 100 your class would answer. Try the questions. They will give your class a lively review, and cost you ONLY 35 CENTS. For sale by J. A. Woodburn, Bloomington, Indiana. See advertisement.

## SOMETHING FOR NOTHING.

We have in our office a beautiful roller map of the United States and Canada, size 46x56 inches, geographically correct, and showing, in colors, the divisions of standard time—just such a map as usually sells for about \$2. The map is published by the Chicago & Alton Railroad, and they propose to send one, all charges prepaid, to any principal, or teacher of any department of any educational institution, for use in their classes, who will send a written request for it—until the large edition is exhausted. First come, first served. We have always considered the Chicago & Alton a liberal corporation, but this offer smacks strongly of philanthropy. We trust that our readers will be as generous in their requests as the C. & A. is in their offer. Send to

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Our readers will be glad to learn that Col. Parker will hold a summer institute in the normal school building, in Normalville, Cook county, beginning July 21, and continuing three weeks. Col. Parker will be assisted by Mrs. Parker, W. W. Speer, A. E. Frye, Miss Bettie Harrison, Miss Lelia E. Patridge, and Miss Mary A. Speer. There will also be a school of languages, embracing the German, French and Spanish, in charge of Dr. C. W. Krackwizer, University Leipzig, and Ernst Huxman, of Hanover (Germany) Normal School. Free lectures will be delivered by Col. Parker, Mrs. Parker, and Miss Patridge.

The editor of THE JOURNAL desires to say that there has never been so good an opportunity before for summer instruction in Illinois. The Cook county normal school and its distinguished principal and teachers have attracted much attention. The opportunity is now offered to see what they are doing. For rates, etc., address Col. F. W. Parker, Normalville, Cook county, Ill.

I am in receipt of the "Teacher's Examiner," and beg leave to say that it should be in the hands of every teacher. The time saved alone in which a teacher or student would lose in wearily pondering over voluminous text-books, will amply pay the trifling cost of the work.—W. E. HOYER, Principal of Normal School, Millersburg, Ohio.

The price of the above is \$1.50. It will be furnished with THE JOURNAL for \$2.00, or as a premium for two subscribers at \$1.50 each.

Young teachers often fail to pass examination though "the bright lexicon of youth knows no such word as fail." A better lexicon is the Teachers' and Students' Library, published by T. S. Denison, Chicago. This work covers all the common branches, Elements of Science, School Law, Civil Government, General History, English Composition, etc. It is the best review book we have ever seen, and is certainly very cheap at \$3.00. Such a work placed on the table would be consulted many times every day, when a number of volumes on the same subjects would be scattered about and perhaps never consulted at all.

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# ILLINOIS SCHOOL JOURNAL.

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WHOLE No. 40.

## ✓ EXPERIMENTS IN PHYSIOLOGY.

BY M. L. SEYMOUR.

### RESPIRATION.

Respiration is a mechanical and a chemical process, by which the various tissues of the body, chiefly the lungs or gills, exchange carbonic dioxide, vapor of water, and effete animal matter for oxygen. The mechanical process we can observe and experiment upon. The chemical process has never been seen. Unaided vision can detect the process when venous blood, exposed to the air, becomes red; but the actual trade of the gases is invisible.

Experiments upon the mechanical process are so simple and instructive that the teacher will find class interest to increase as he proceeds with the proof.

It is the purpose of this short article to treat of the mechanics of respiration, using some of the living animals of the lower orders that the pupil may cultivate his powers of observation and judgment.

As the animals named are studied, the experiments may be given as puzzles, the explanations to follow after reflection.

#### FROG.

If a frog is placed before the class all will notice the peculiar movement in the throat and the alternate rising and falling of the abdominal walls. These movements belong to the respiratory act.

From the anatomy of the frog, we learn that he has a cleft tongue attached in front, and that he is without ribs or diaphragm. It is evident that the frog cannot breathe through the mouth as we can, for, in the absence of a diaphragm, he cannot enlarge the thoracic cavity.

*Experiment 1.*—Put some soft wax over the external nasal openings and notice how quickly the frog's hand removes them. If you can retain them in position, notice that as asphyxia comes on he does not open his mouth to get air. Such an act would be useless as he lacks the power to create a vacuum in the thorax.

*Experiment 2.*—Cut a match one inch long and fasten the frog's mouth open. He will try hard to remove it. If the stick is well secured, the frog soon reels from side to side and at last falls over asphyxiated. This experiment has prevented the effectual use of two organs—the tongue and the v-shaped muscle in the throat. The muscle named is called the mylo-hyoid muscle and lies between the parts of the lower jaw. It serves the purpose of the diaphragm in mammals. While the mouth is open, this muscle will be seen undergoing contraction and relaxation,—thus proving that like the diaphragm it is an involuntary muscle.

The two lobes of the tongue are fitted to cover the posterior nares. Hence the tongue, in this experiment, being withdrawn from the openings, cannot control the ingress and egress of air.

*Experiment 3.*—Put a few drops of chloroform on the back of a frog. It momentarily irritates the skin and the operator has before him an active subject. In a few seconds, the frog falls to one side and soon may be placed upon his back apparently dead. The heart still beats, though the respiratory act has ceased. Within three minutes the frog will be as active as ever. The vapor of the chloroform has been absorbed by the blood and

carried to the nerve centers, thus paralyzing muscular action. This shows that the skin performs an active part in respiration.

#### PERCH.

*Experiment 1.*—Fasten open the mouth of a perch, in water, with a stick or hook. He soon dies. The result is the same if the mouth be kept closed. Why?

*Experiment 2.*—Place a fish in distilled water. His movements become frantic and death soon follows. Explain.

*Experiment 3.*—Place a fish in air. He drowns in the very element needed to prolong life. Give reason.

*Experiment 4.*—Make a narrow channel in a swift current of water. A fish placed in this channel will instantly, if possible, face the current.

A fish at rest will place his head against the stream. Why?

#### CRAW-FISH.

Take a craw-fish about two inches long, or a year old, and watch the movement of an organ lying beneath the covering at the posterior side portion of the head. This organ is called the gill-bailer or scaphognathite. Its motions can be plainly seen though not counted, as it moves about 180 times in a minute.

What is the use of this organ? Which way does it move? Let us see.

*Experiment 1.*—Place the craw-fish on a plate with water enough to cover him. Dip a straw or small glass tube into ink, and using it as a pipette gently push it vertically into the water just behind and posterior to the gill-covers or brachios tegites. If the animal is disturbed in this experiment the water must be changed. Soon two colored streams of water appear in front of the animal, one on each side of the head.

Close observation will show that the scaphognathite, or boat-shaped jaw as the word implies, works like a scoop bailing the water to the front of the branchial chamber. Hence, the water, entering from the rear, carries the ink with it,—thus proving that the water passed over the gills of a craw-fish moves in the opposite way from that taken by fishes.

*Experiment 2.*—Place a craw-fish upon the ground in natural position. Place another

equally strong upon his back by the side of the first. One dies soon and the other will live many hours. Explain.

These experiments have not been described to suggest to cruel boys new modes of torturing animals, nor for the purpose of encouraging random experimentation, but for the sole object of furnishing positive and simple proofs of the ways respiration is effected in three special cases.

### TIME VERSUS GROWTH.

BY R. R. R.

In what grade ought pupils to do that work? How old are the children to whom this work should be assigned? How much time must be given to this or that particular kind or amount of work? How many weeks would you have the children study arithmetic, language, or geography, before using the text books? And so on *ad infinitum*.

We doubt not these questions, in different forms, will recur frequently in the institutes held this summer all over our State; and pedagogical wiseacres, who have always kept an almanac on the desk and a chronometer in the vest pocket, will tell the youthful teachers, to a day, just how much time should be allowed for a class to master the addition tables; how long children must be kept performing mathematical operations with objects, before permitted to think numbers and their combinations in the abstract; how long they must wield a dry pen and how many times make the letter *a* in the air before allowed to spread ink.

Now, we protest that all these questions are unimportant, irrelevant, and little less than idle. Education is growth; it requires time, but is not measured by it. Teachers who ask the above questions have imbibed too freely of the spirit of our age; they have joined in the general clamor for short cuts and air-line routes to the fountain heads of science and learning. Mechanical inventions have brought upon us the rushing age, and we demand educational results at machine speed under high pressure.

So far as our observation extends, in no two schools in the State are the limits of work which fix the different grades identical. The

word grade has lost its uniform and technical limitations, if, indeed, it ever had any. A principal or superintendent uses the term for convenience in designating different stages of progress in his own school. A grade is lettered or numbered in some schools to correspond to the number of years' work in the course of study; in others, to the number of separate rooms, or classes in each room; and in others, still, to correspond to the grade number of the text books in use. We have known of teachers designating advanced work by low grade numbers to prove to a superficial observer how much work has been done by "my pupils of the third grade only."

The question, therefore,—In what grade, etc.,—is so indefinite as to mean absolutely nothing.

From the other questions above mentioned one would infer that *time* is the chief factor in estimating the progress of children in school work. We do not say that time affords no means of judging as to how much work can be done, but we insist that the principle of making it the inflexible arbiter of scholarship is psychologically unsound. Time, chipped into pieces thirty or forty minutes long, may run through with a "course of study," but it is the study and well doing that must give the cultured growth.

How long will it require a boy of fourteen years to saw four cords of wood? The best way to answer this question is to set the boy to work diligently and wait until the cord wood is made into stove wood. You will then know how long it employed that boy, but still be ignorant as to how long it will require any other boy, even though he be of the same age, for there are other factors besides the boy's age, and of no less importance, that enter into this problem. The same may be said of classes; we don't know "how long." We must seek for the *well done* and let the "how long" take care of itself. Have the limits of your work as sharply defined as he who plows a field or builds a wall, then work to that end; never lose sight of it, and let "well done" be the parting benediction on every class that moves on to something higher. The teacher who does this will not kill time in our county institutes, asking "how long?" "At what age?" etc.

Our work is in the realm of growth. We want the perfect fruit and the entire, and we must throttle this general clamor for hot house plants, even though they be arrayed like Solomon.

Behold, the husbandman *waiteth* for the precious fruits of the earth.

### GRADUATE THE BOYS.

BY FRANK W. GOVE.

We speak, now, of the boys who are enrolled as regular pupils in the schools of Illinois, until they reach the grammar grade, and then part company with school forever. Whose fault is it, and how shall we remedy the evil? Though the teacher may not be responsible for this wholesale desertion by the boys, it lies within his province to check the unfortunate stampede from school life,—unfortunate to the boys, because they are too young to realize their error, and unfortunate to the State, because the boys of to-day will rule the nation to-morrow. We shall not discuss the courses of study pursued throughout our schools at this time, for we think that the small per cent. of boys in the graduating classes is not caused by the particular line of work prescribed. In the main, the courses of study are what is needed, for no amount of "tinkering" so far as our observations go, has brought the millenium in attendance, that is so anxiously desired. There is an occasional cry for the practical, among those who think we ought to make the tradesman at the expense of mental training. But this class is in a small minority, and can never affect our schools to any great extent.

Poverty is often presented as an excuse for absence, but it is used to shield too many who might, with earnest effort and a due amount of grit, work their way through school to the glorious end. In some cases it is absolutely necessary for the boy to leave the school room to support himself and mother, but the fact is that he more often leaves school to engage in business that he thinks will bring him immediate return, and trusts to chance for the future. With no stock in trade but a beardless chin, he grasps for a fortune years before he can vote, and, too young to manage any business, drifts about the world. Perhaps he



succeeds. Many boys do; what then? Enjoy himself in his ignorance! The world has no charms for him, save the acquisition of wealth, and he has no pleasure in life, except from without. He possesses no elements within his nature by which he has power to be happy, such as he might have met with a well trained and cultured mind. But perhaps he may not have prospered, and at the age of twenty-five he finds himself with no more than when he started, and worst of all, with only the first elements of an education. Too late, he has come to realize that an education alone is enduring. The majority of men do not disagree on this question, but boys are boys, and by the hundred they are falling out of the ranks of school every year, just for an experiment. Isn't it time that mature judgment should come to the rescue, and with the support of the educated men and women of this age, call a halt in these rash decisions of early youth, and insist on boys remaining in school long enough, at least, to complete the course of the public graded school? If this evil is checked at all, it must be accomplished by a united effort of teachers and parents. Strike at the root of the evil and boldly assert and maintain by argument the solid fact, that boys must be educated if they expect to keep apace with our fast progressing civilization. Examples of ideal Americans, whose lives are brought so prominently before our nation as to be familiar to us all, are not wanting. The fact that an occasional inventor, who had little school drill, has risen to the pinnacle of fame, is indeed poor incentive for a boy of twelve or fifteen years of age to leave his school work, one, two, or three years before he has completed the regular course. Fifty years ago, yes twenty-five years ago, no such advantages were afforded for school discipline as every boy now has, and if he hopes to compete with his associates, he should be taught *now* that his work must be done to the end. Just so sure as our American boys fail to prepare themselves for statesmen and scholars, just so sure will our laws be framed and executed by foreigners of higher educational ability and more thorough mental discipline. The boy who can make his mark without school drill is just the boy who ought to remain in school until the very last, equipping himself most

generously for the active duties of life. America has great need of such men. But it is not a question what we think. The boy must be reached, and his action governed, or, at least, tempered by the influence of his seniors. In addition to the first principles of the common branches, he must be taught that hard work and persistent effort are the only means by which he can accomplish any work honorably; that a thorough mental training will alone fit him for the duties of man in the next generation, or admit him to the best circles of society; that an American is not born great, but with full and untrammelled liberty to become so, if he will profit by his advantages; that *worth* not chance, makes the man, and last, that money is a means, not an end. The right sort of teachers, with their shoulders to the wheel, can soon persuade the boys of to-day, that aside from the inward satisfaction of a good common school education, the advantages are all in favor of securing it simply on financial grounds. And this must be done, for the boys seem determined to leave school and we can expect nothing better until they are persuaded that their judgment is in error.

The truth is that the boy who carries a diploma with him, certifying his honorable completion of the regular course in the public schools, bears also the evidence that he has pluck, perseverance, and ability,—especially is this true of a public school diploma which represents the honest effort of many years and hence the importance to every boy of securing it. The time is already at hand when such boys are at a premium. The average boy of to-day brings no certificate with him, except that he lacks moral character and moral courage to remain in school the proper time, and upon this showing seeks employment in the crowded avenues of trade. The signs of the times betoken a demand for more thorough men, and no man can be an expert specialist, until he has first mastered such a general education at least, as is embraced in our public school.

We remarked at the beginning that teachers perhaps, were not at fault, but the people naturally look to the teachers to make necessary reforms in school work, and upon the teachers this task will fall. If parents are not



awake to the importance of educating the boys as well as the girls, wake them up; and we may yet see as many boys as girls graduated from our public schools.

### HOW SHALL WE SURVIVE?

BY C.

#### III.

Again, Joseph Paine says: "Intellectual education is the development and training of the learner's native powers, by means of instruction carried on through the conscious and persistent agency of the formal educator, and depends upon the established connection between the world without and the world within the mind—between the objective and the subjective."

The teacher turns from his study of the science of the mind to ask himself the vital, practical question, how shall I set these "native powers" to work? Activity is the law of growth. How can I make them act? Here is a mass of material contained in nature all about us and in books; how can I organize it? And a new field of work, scarcely narrower than any already alluded to opens before him. Surely the new novel can afford to wait awhile. That huge blanket, the modern daily paper, even, with its sickening details of crimes and executions, and accidents by land and sea, with its political and theological controversies, its rumors stated in one line and denied in another, will pardon us if we skip some of its columns until we can see our way a little more clearly to the adjustment of our material to the needs of the child mind. And it is not alone the activity of these powers that we must secure. There is a certain body of facts that the pupil must master, a certain quantity of information that he must possess. Hence I must remember that "informing" and "forming" must go hand in hand in the process of education, and sometimes, perhaps, something must be sacrificed in each in the interests of the other.

And when the mental organization of the child, and the methods and order of growth are fairly understood, and the material is selected to effect the desired ends, there remains the practical question, how shall I secure that

contact of one and the other, that collision of mind and fact that feeds and stimulates, and eventuates in growth and knowledge? And so the subject of "methods" demands the attention—and everybody is hungry for methods. What is more common than the question, what is your method of teaching numbers? What is your method of stopping whispering? What is your method of teaching reading? "Come and spend a couple of days in our institute, and give us the normal methods," wrote a friend, fifteen or twenty years ago.

What is a "normal" method? What is a method of any kind worth, as intellectual food for a teacher, that has not flowered out of a principle, or sprung out of a recognition of the necessary relations of the mind to its work? There is work enough in the discovery of ingenious devices, to save the most fertile mind from decay. What is the Quincy system? asked some one at our State teachers' association, a few years ago. "There it goes, out of that door yonder," was the answer, as the best known apostle of the dispensation disappeared from view; and I am confident that he has found full play for his matured powers in his chosen vocation.

As the public has a right to demand that we shall do our work for the child without burdening him with physical infirmities, so it may justly claim that he shall come from our schools with a pure, moral life. What are the relations subsisting between intellectual activity, and the formation of a straight, simple, sincere, earnest, honest character? Is not the moral element, after all, involved in every mental act? Is it possible to secure anything worth the name of scholarship, without integrity in all of the operations of the school? Is a moral life one that realizes its duties, and with scrupulous fidelity, discharges them? If so, is not the moral training one that should receive most thought and least voice? It is never forgotten, yet rarely mentioned. The constant problem is, how can I hold this pupil at the focal point of these forces that teach practical morals after the method of the laboratory?

But again: It is easy to find fault. Our brethren of the press are after us with sharp quills. Much of what they say shows that they have not always the widest knowledge

of their subject, but we should consider their criticisms in a spirit of candor. We may be helped by them. It is charged that the teachers of the country are conservative beyond the power of expression; that the system received a certain trend centuries more or less ago, and that it has continued to move along the same lines ever since, with no question as to whether the changed environment has not necessitated an entire reforming of educational systems.

Here is the question: Shall the teacher keep one eye on the age with its tendencies, its peculiarities, its spirit, and the other on the pupil and say to himself: I must give him the technical training of the curriculum, the time-honored three R's, etc., but must I not do it in such a way that, when he steps from the school into the busy life of the world, he shall find his acquired methods of getting knowledge, of reaching conclusions, and of directing his energies best suited to his necessities? Our critics say that we, in large part, have ignored the manifest destiny of the child as an American citizen. Have we? Is there not a field that opens at this point, that will repay the most careful investigation? And what a field it is! The student of social phenomena does not stand and gaze idly at the glittering pageant that passes by his study window. He goes into the world to find its heart, its motive. He goes with a purpose. He has a method of investigation. He may now follow the advice of his friends and seek society, as it is called, but not simply for recreation. He frequents the court rooms, the marts of trade, he mingles with all classes, he attends the primaries in a double capacity,—he interests himself in all political questions; in brief, he informs himself as fully as he can in respect to the life of his time, in order that he may realize the relation which his work should bear to the citizen life of the coming man who sits in the forms of his school room.

It is not the purpose of this paper to enter with any considerable degree of fullness into the discussion of the lines of thought touched upon, but is it not true that the one thing needed above all others in the citizens of a country where the doctrine of the survival of the fittest seems to have the freest play, is the

scientific habit of thought, the habit of studying existing conditions with patient industry and the courage to follow their obvious teachings whithersoever they may lead? If so, the primary school is none too early to begin to give direction to mental habits that are to equip one for the fierce conflict for subsistence that awaits one and all.

The future citizen must be a patriot. How shall I fire him with an ardent love of country? He must be reverent and worshipful. How shall I curb the iconoclastic spirit of youth and bend the haughty head in humility and devotion? He must listen to the inner voices that call him to a life of honesty and purity. How shall I make them trumpet-tongued, so that they shall ever ring out clear and sharp above the noisy din of selfishness, the desire for sudden wealth, the siren songs of vice, the promptings of false ambition? The thoughts of countless possible duties to the young press upon one until he may well cry out in the fullness of his sense of responsibility, Who is equal to the task?

There is one among the teachers, not the average teachers, upon whom the limitations cited do not press so vigorously. It is the school principal or superintendent. His is a larger life. His sweep is wider. He is at once a teacher, and a man of affairs. He comes into intimate relations with the community. He must outline courses of study, examine teachers and train them in their work, awaken the corps spirit, plan school houses, supervise the expenditure of large sums of money, keep friction at the minimum, relieve the rigors of the school machine, keep public sentiment on the right line, harmonize differences, unify varied efforts, and do a score of things beside, that time will not permit me to name. His duties stimulate him to intense activity. If he is alive, he will grow.

If I have given the pessimistic view at the outset, I have not neglected the brighter side at the last. The chief lack after all is the stimulating effect of competition. What the other professions find awaiting them as a necessary condition, the teacher must find within himself. He has an opportunity to survive. He may grow into a richness of life that rounds into a fuller mould with the hurry

ing years, if he will. If he shrivels and dries, and wastes away intellectually, do not write upon his tombstone the thoughtless and false epitaph, "Sacred to the memory of a victim of the inherent limitations of the teacher's profession," but the truer inscription, "He died because he hadn't energy enough to live."

### WHY SO FEW ?

BY S. B. WADSWORTH.

In accounting for the scarcity of graduates in our high schools, we might dismiss the subject with the scriptural principle, "Many are called, but few are chosen," but this means would be as unsatisfactory as many others that we daily hear.

From schools having an enrollment of four or five hundred, the number of graduates will vary from four to eight; or only one to two per cent. of those who start at the beginning of the race ever "reach the wire on the home stretch." Some contend that the seeds of culture fall by the wayside; some, that they fall in stony places where there is not much deepness of earth; and still others, that they fall among thorns which check and destroy their growth and development.

One claims that his children have been kept by a too rigid adherence to a graded course of work, and that they have thereby become discouraged and have lost interest in advancement. Another finds objection in the fact that his children have to work too hard; that too much is required of them. A multiplicity of such faults is heaped upon school officers, graded courses, and teachers, and, in this way, the servants of the public are made responsible for failures and faults that are entirely beyond their jurisdiction and control.

The failure to make cultured men and women is not so much due to the unwise pursuance of a method, as it is to the deformed, unhealthy germs of culture, with which the cultivators of intellect have to deal. The greatest source of incapacity to accomplish any task is found in the disposition and inherited tendencies of the one striving to accomplish such work. The weakness is not so much with the teacher as it is with the child, not so much with the child, perhaps, as it is

with the capabilities and moral force that he has inherited from his ancestors.

For the sake of convenience we shall divide the qualifications that tend to make a true man, inherited tendencies and acquired capabilities. Under inherited tendencies may be considered, ambition, genius, moral force. Under capabilities, we shall consider intelligence and habit. The sins of one generation are said to be visited upon those of the next, even to the third generation. What a wonderful network of loves, of hates, of passions, of possibilities, of powers this life contains. From the rich and the poor, the high and the low, the honest and dishonest, the passionate and the virtuous of the preceding generation, our children have to do, or to fail to do their part in humanity's race.

Happy should be that child whose ancestors have left it the grand heritage,—ambition, genius, moral force. Such a child has the germ of culture planted in rich, alluvial soil, where the sun sends light into its life, where the rains of heaven gives their sparkling waters for its drink, while the hidden treasures of the earth are drawn upon to develop and strengthen its growth. Such children, started in our primary rooms, would never slight their duty, and with the usual care and teaching, would continue in their studies until they graduated.

The teacher should say to the patrons,— "give me children that have genius, that are ambitious, that have the moral force to stand up and face the obstructions and difficulties of life, and then I shall see that they finish the school course and graduate. You bring me, instead, children whose minds have been dwarfed by the intemperance of centuries, and ask me to wipe out the influence of generations in ten short years." Such things are almost impossible. Action and reaction are equal and opposite, both in matter and mind. If a boy has lost moral courage through the influence of ages, he cannot regain it in a few years. The lack of moral courage in pupils causes so many to fall by the wayside. They have not the courage to stand up and face difficulties. They have not the manhood to put their shoulders to the wheel. This disposition is shown by the desire on the part of some pupil to drop a study; we may make up our

minds that he will never accomplish much in life. That is his first crisis. He has met it and it has overawed him. He has not the manhood to overcome this difficulty, and it will be easier to fail in the next, by the fact of his having failed in this. The desire to pass without being "passable," leads young folks to strain their moral courage so as to use undue influence in trying to get a high standard of scholarship. This brings its crisis of discontent, which, voluntarily or involuntarily, closes his school life.

Life does not run "hap-hazard." Our tastes, our inclinations, our courage, are the result of inexorable laws. There is a sadness and yet satisfaction about our characteristics,—a sadness in the fact that the evils of one generation will fasten themselves upon the next, so that it is very difficult to dislodge them,—a satisfaction in the fact, that what good we do in this life will have its influence for good in the next generation.

Then we, as teachers, can do very little to change the hands of fate. A boy's genius will mark his course of life; his ambition will press him forward; his moral courage will cause him to remove the obstacles that lie in his way. If he lack ambition he will do no great thing; if he lack genius he will do no new thing; if he lack moral force no good deed will ever spring from his inward self.

The reformation of inherited tendencies must come through habit, which is an acquired capability. Of intelligence, the generally accepted objective point with teachers, we shall say nothing. In fact, inherited tendencies are a result of the habits of a generation. A duck kept from water for generations would lose the webbing between the toes.

Custom produces a property of easiness in any task. Its evil tendencies are ruining our boys in our homes and upon our streets to-day. We have boys in all our schools who act as gentlemen in the school-room, and as fiends at home; who, in the school, are always courteous and obliging, but who, at home, will curse their mothers and disregard their advice and counsel. I never have known such a boy to graduate. I never would, knowingly, sign my name to the diploma for such a boy,—but this remark is unnecessary, for such a boy will never have the manhood to complete the course,

But the greatest cause of depletion in our high schools is the influence of street and rowdy life. If fathers and mothers would keep their boys from the pernicious influence of the street, and subject them to proper care at home, half of the difficulties of teachers would be removed; the pernicious habits that blast their life would not exist, and our boys would be as numerous as our girls in the graduating classes. On the street a boy receives every inducement to leave school. He forms associations that degrade his taste; he learns that the ways of the wicked are easy ways; he forms habits that set the stamp of inactivity and recklessness upon his brow so vividly that neither teacher nor parent will be able to erase it.

The preceding generation has sent us only a few fire-tested souls. These, with a few whose habits of honor and integrity we can germinate by association and personal influence, will be our only source of high school graduates. There is no patent process, except by loosening the screws so that they may get out easier, and this, of course, would and should be the death of our schools. The greatest good a teacher can do is to create in the minds of the young, habits of integrity, duty, and a faithful pursuance of right. It is a great work but it is also a pleasant one.

Until parents and teachers understand and comprehend that it is the *habits* of the child that determine his condition in life, we shall not expect an increase in the number of our graduates. There are other obstructions, of course, but it seems to me this is the great cause.

#### HER SPECIALTY.

"What is your specialty?" said I, the other day, looking out over the top of my spectacles in a mildly-wise way at a fair young teacher who sat in authority over forty or fifty mischief-loving boys and girls, ranging from seven to ten years of age.

"Good manners," said she, promptly, smiling back at me in a way that made her remark a perfectly pleasant one. "At least, that is what they say, here in the building."

"Do you find the practical working of it brings about good results at the end of the year?"

"As good as the average and sometimes better. I hope I *can* teach something else, but I am willing to confess I give my time to my pet hobby, and find it helps me greatly in my regular school work. Would you like to look at my reports for the last few years?"

"You do not believe in corporal punishment, I see," said I, pointing to a column with no entries for several months.

"When positively necessary," said she; "but for three years I have not had a case of whipping in my room."

"And to what do you lay this?"

"I think I can venture to say—politeness, supplemented by unvarying kindness and patience."

Just then she was called out for a few minutes. I am always fond of getting opinions of pupils themselves, on various subjects connected with their school-life; not because they are generally correct,—do not imagine that for a moment,—but one can often draw an inference and strike a pretty fair average by hearing all sides. So, as soon as she left, I pointed to a rough-looking little fellow near the front row and said,—

"What kind of a school do you think this is, my boy? A pretty good one?"

"It's the politest one in town," answered he, promptly; "and we've got the politest teacher, too."

Several heads, round about nodded approval.

"Good sentiment," said I, "but poor grammar. Well, what makes it such a polite school? Can you tell?"

Silence for a moment, then another little chap, in the the next row said naturally enough:

"Guess it must be teacher."

"How does she do it?" asked I. "Does she make you mind pretty well?"

"Oh, she don't boss us around, you know. She always says 'please' and 'thank you,' and a fellow don't mind doing things when he ain't got to, unless he has a mind to."

Commend me to ignorant and unthinking childhood for discovering the underlying motive that governs much of the conduct of mankind! I had discovered the secret force of this teacher, and saw that her school could be said almost to govern itself.

After the close of the session, I noticed a sulky, disagreeable looking boy who remained at the desk after the others had passed out. The teacher went over to him, and I could hear some low, earnest words from her and a few short answers from the boy. Presently he took up his book and slate and went to work with a will.

"I have conquered him," she said smilingly, as she came back to me. "He has been idle and sulky all the afternoon."

"What did you do?" asked I.

"I left him alone until all the others were gone; then I asked him if I had ever been unkind to him. He said 'No.' Had I ever done a rude thing to him? 'No.' Then why should he be both unkind and impolite to me? I showed how he had displayed such feelings toward me by refusing to do what I thought a proper amount of work. He is both ashamed and repentant now."

On my way out, I passed a group of boys playing marbles. I stopped to watch the game, and fell into conversation with one little fellow, whose face I thought I recognized. He talked with me about the game for a moment, and then, as if a sudden thought struck him, pulled off his cap.

"What made you do that?" said I.

"Teacher says we always must, to old people." I would willingly have been twice as gray as I was, to hear that remark, and to see such a result of some one's good work.

"Have I seen you before, this afternoon?" asked I.

"Yes, sir. You have just come from my room."

So the good seed is bearing fruit already, thought I.

I afterwards learned, from frequent visiting in the building, that this teacher had so established the pleasant reputation of her room that children from lower grades looked forward to it as a sort of Mecca, in their pilgrimage through the course. I give the experience for the help of young teachers, and I pray for the increase of such a spirit of kindly and beneficent rule in our schools.—A. N. Everett in *The American Teacher*.

Education begins the gentleman, but reading, good company, and education must finish him.

## LINES FROM THE DIARY OF MISS GOOD-SENSE.

BY E. L. WELLS.

### II.

Miss F is a very kind teacher. She helps her pupils over every obstruction in their rugged path to knowledge. She pronounces for them, while reading, all of the difficult words, and gives them three or four trials in spelling them. She solves for them the difficult problems—which, in the difficult book they use, are nearly the whole of them,—and she excuses them from learning the rules of arithmetic and the fine print of Grammar. She starts the tables and the definitions for them at recitations. She is a very kind teacher. And what a pity she can not always accompany her pupils along the journey of life. Poor things! How can they continue to climb the hill of science when she is gone? How can they chew gum without her to start it for them?

Mr. G is an "old teacher." He prides himself upon this—that he has taught many terms. He has some reputation, and always finds work. He has some excellences as a teacher, but in many respects he is a workman of the stage-coach and flint-lock age. He does not attend institutes, reads no educational journal, visits no schools, and would not attend examinations if he were not obliged to do so. He is a school-keeper. His primer scholars are taught by the a, b, c method, and read and spell c—a—t cat, at a snail's pace, with the probability that the snail would win. His classes read three or four lessons at a single recitation. He asks only the questions of the text-books, asks them in their printed order, and, after his pupils have answered, he looks at the book to see if the answers are correct. By mistake he asks, "What is a square foot?" but before his pupil has completed his answer, he exclaims, "O, the next question is, 'What is the table?'" He and his pupils say exquisite, centrifugal, again, Carrib'ean, America, Gibberalter, etc., etc. Easy John reads from his third reader, "And Gesler observed William Tell to have another arrow under his griddle." When the young ladies' class has read of a man passing through some woods, where he caught sight of some horses tied to a cluster of trees near an old wooden house, where there was a religious meeting at the

time, and these young ladies are asked to close their books and tell what has been read, they seem astonished that they should be asked such a question. But, after some hesitation, they generally agree that a man was going through some woods, and a wooden horse caught him; some dissent, and say the man caught a wooden horse.

Miss H has her pupils learn definitions. She is very particular in this work. Susie Jones spelled the word "glutton," but could not define it. Said Miss H, "You ought to have learned this. Can you not think what it means?" Susie thought in vain, and was reprimanded and told that she must remain after school and learn that a "glutton" is a "gormand." Peter Hasty very promptly defined "obliterated" as "bottled out." Her larger pupils can recite as fast as they can talk—"Geography is a description," etc.; and they say they have never seen the earth. They recite promptly: "A noun is a name," etc.; and they say that the stove, desks, books, and maps are nouns. She tells Kitty Workwell she has had an excellent lesson, for she has recited correctly all of the capitals of the United States; but upon questioning Kitty one finds she does not know what a capital is. She says capitals are on rivers, and concludes that capitals are boats. When Miss H explains the meaning of a word, it is after this manner: "A park is a place where there are fountains, statuary, etc.; now don't forget what a park is."

Miss I also requires definitions, but she is unlike Miss H. A little boy in recitation spoke of an acute angle. Said Miss I to him, "What can you say in place of acute?" After a little thought he replied, "I can say a sharp angle." A little girl used the word "obtuse," and in reply to a similar question, said she could say a blunt angle. Thus new words receive attention from them until they are well understood. Her pupils are brimful of thought. They abound in enthusiasm in discussing the subjects of their lessons. They are young philosophers, and puzzle many an older person with their eager questions. But the pupils of Miss H are stuffed with meaningless words. They are no incentives to thought, or feeling, or action. Being dead themselves, they can not give life to their possessors. Miss H has never learned that true teaching consists in developing, and not in cramming.

**AN OPEN LETTER.**

I.

*My Dear Friend:*

You tell me that you have determined to teach school during the coming autumn and winter, and that it will be your first effort in that direction. You add, moreover, that your education has been acquired in the district school, during the months when you could be spared from the pressing duties of the farm, and that you have never read any book or teachers' journal treating especially of teaching as an art, or education as a science. You ask me for a few plain words in regard to your proposed work.

I think that you will agree with me when I suggest that you are undertaking a task that carries with it large responsibilities. The district in which you are to teach is somewhat remote from any town of considerable size. Of the forty young people who will be under your tuition, a considerable number will begin their school career with the school year. You are to start them on the road that leads to a knowledge of the intellectual life of the world, of the physical universe within and beyond the narrow horizon of home, of themselves, and of their relations to society at large. Others, you will find, who have obtained some slight familiarity with the rudiments of knowledge, who, perhaps, have been taught by those with as little experience as yourself, and are, consequently, unequally advanced in the various branches, and confused and uncertain in what little they do know. There will probably be others, near your own age, who are attempting to catch a few additional crumbs of knowledge before leaving school forever.

You will be obliged to organize this motley assembly into a compact, working body, so that you may do the best possible for each under the really discouraging conditions. You must control and direct it so that it shall move along in an orderly and methodical way, suppressing the rudeness of the quarrelsome and boisterous, encouraging the timid, and inspiring the dull and indolent. You must remember that the half year which will be spent with you can never be recalled, and that whether it is to be fruitful of good or worse than a waste of time, will depend chiefly upon your unaided energies.

If you appreciate properly the duties that await you, you will naturally shrink from the task, and will devote yourself assiduously to the best preparation possible in the time that intervenes. If the supply of trained teachers were large enough to meet the demand, I should advise you to reconsider your resolution and wait until you could bring wider and more accurate scholarship and some special training to your work; but in the absence of persons properly fitted for such positions, very many with no better qualifications than you possess will enter the school room, and as you are determined to make the effort and have received the requisite approval of your county superintendent, you must understand that the responsibility is upon you to deal honestly with the sacred charge entrusted to your keeping.

And, first of all, do you really know the subject matter that you are expected to impart to others? In an experience of many years in teachers' institutes, I have found scores of persons who were teachers in such schools as you have received your training from, who were unable to define clearly and accurately the common terms in arithmetic. They could use rules with tolerable facility, but had little knowledge of principles and no power of analytical reasoning. Their preparation in the other common branches was equally inadequate. They could parse, but could not write a paragraph consisting of a half dozen sentences, without many errors in spelling, punctuation, use of capitals, and grammatical construction. They could pronounce the words of the reader, but could not translate the thought of the author into common speech, and evidently had no appreciation whatever of the spirit, the life principle, of the selections; they dealt wholly with the husks of thoughts.

History, the thrilling absorbing story of the human race in its weary struggle for a larger life, was to them only a huddle of confusing dates, and a jumble of meaningless and unrelated battles.

Geography, the description of the wandering planet on which we live, whose air we breathe, that feeds and clothes us, on whose face all that we know of life and what we call civilization—soul-life—is found, was to them

a few unmeaning facts. The significance of vertical and horizontal forms, the relations of configuration and climate and life, the growth of cities, the dreary steppe, the waste places neglected alike by God and man, all belong to that department of the noble science of geography, whose portal they had never crossed.

Have you outstripped your teachers in the pursuit of knowledge? If not, you must acquire a fair *mastery* of the little range of subjects that you must teach to the children of your school.

If you have been especially favored in your instructors, and have been fired with a zeal for knowledge, it is possible that with your limited opportunities you have fitted yourself in this part of your preparation.

But you tell me that you know nothing of the science and art of education, except what you have picked up incidentally by observing your own teachers. That is unfortunate, but if you really desire to excel you may accomplish much by a diligent study of publications intended expressly for such seekers after knowledge, as I suppose you to be.

I may say to you, that the last few years have witnessed a wonderful change for the better in most matters pertaining to teaching. You hear much, perhaps, of the new education. It is a term that has been adopted by a modern school of teachers, who are characterized by a tremendous enthusiasm in their work, and by a profound sympathy with child-life. They are the deadly foes of the old-fashioned, mechanical, routine methods of teaching, and every one who wishes well for his kind must feel grateful to them for the good they are accomplishing. They are marking an epoch in our educational history. You should know, however, that the leaders among them readily concede that they have discovered nothing new, but that they are dealing with principles that have been known and appreciated for centuries, and that have been employed here and there by skillful teachers for many years. These principles you must study carefully, for in them lies the germ of all successful systems of education. You must also study the history of the growth of our educational system in order that you may understand the better application of these

principles, by the successes and failures of your professional ancestors.

Your success will depend, in great part, upon the spirit with which you approach your work, hence before I enter upon any discussion of the principles of education or history of educational methods, let me suggest that no success that is at all worthy can be realized without what I choose to call *the artist spirit*. By this term I mean that temper of mind which prompts one to do whatever he undertakes in the very best way possible. You will agree with me, I think, when I say that there is a deplorable lack of this spirit in all of the callings in which men engage, and whenever any one shows himself possessed of it he is at once distinguished from his fellows and takes a front rank in his guild. Indeed, men and women may be separated into two great classes—the wage-workers and the artists; the former including those who toil because they must, and who do the least that will bring them their salaries; the latter are those who are chiefly absorbed by their work and are possessed of a burning desire to excel. The former watch the sun and murmur at its slow descent; the latter are surprised at the quick approach of the closing hours of toil, and carry into the restful evening a joyful reminiscence of a happy day.

The wage-worker endures toil because he must. The artist turns his radiant face to the sky in thankfulness for the privilege of toiling; and of all the workers in the world there is, perhaps, the greatest need that the teacher should be happy in his chosen calling. The teacher *must* have the artist-spirit.

But my letter is reaching beyond the limits allotted me by the indulgent editors; hence I must defer a further discussion until next month. Fraternal yours,

A FELLOW TEACHER.

It should never be forgotten that the country schools are in greatest need of help, and that their help must come from the county superintendent. *Strengthen the County Superintendency* should be our educational battle-cry. It should be heard in every lecture on education, in every institute, in every community. It should be printed in every school journal and educational column.



**ZOOLOGY.**

BY JULIA LATIMER.

There is a growing tendency to make education practical. Institutes of Technology are drawing young men away from the colleges, and manual-training schools are springing up everywhere as rivals to high schools and academies. Studies whose value is merely disciplinary for the average non-specialist are likely in the near future to give place to the branches best calculated to assist the graduate in the struggle for existence. Let us, then, briefly examine the claims of zoology to a place in the curriculum from the standpoint of utility.

Zoology is the science of animal life, but man in his physical nature is merely the head of the series, the highest animal. It is, therefore, quite rationally assumed that facts discovered with reference to the digestion, circulation, development, nervous and muscular systems of the lower animals, will throw light upon the organization of the human animal and lead to the more intelligent prevention or treatment of disease. Moreover zoology turns microscopic lenses upon the water we drink and the vinegar in our cruets, detects and classifies the possible population of animalcules, and suggests means of destroying the undesirable inhabitants. The zoologist discovers the striking fact that there is hardly an animal so small or simple in structure that it does not furnish a home to other creatures still tinier and less highly organized. The facts systematized by science with reference to the parasites infecting man himself lead to precautions against their introduction into the system, and furnish medical men with data for the remedies they must devise against the disorders caused by their presence. The practical teacher of this science warns his pupils against all uncooked meat, even in the seductive form of dried beef, and urges the most careful washing of all salads in running water, lest the green leaves harbor the eggs of a most dreaded human parasite.

A due regard then to our physical well-being makes zoology take rank with physiology as of prime importance, for self-preservation is the first law of existence,

As every animal, so every plant has its parasitic foes, and the hard-pressed farmer must contend not only with the caprices of the weather, but with an enemy of insects whose numbers often render the tiny creatures more than a match for his greater intelligence, size and strength. Zoology studies these small marauders in all their transformations, learns their habits and the time of their appearance, and suggests in many cases the best way of opposing their ravages. "If you kill a young wolf you kill an old one," says the proverb. It is difficult to deal with an adult winged insect, less difficult to destroy the crawling larva, and easiest of all to make way with defenceless pupa or egg. But the average farmer, gardener, and housekeeper do not recognize their enemy under the different forms of its metamorphosis, and the man who spends weary hours ridding his already ragged vines of potato-beetles never thought of destroying the eggs early in the season before the harm was done. Stock-farms and oyster-beds, fish-ponds, the silk-worm culture and bee-raising, depend for their success upon a knowledge of those conditions furthering the well-being and best development of the useful animals in question. It is evident, therefore, how largely not only the prosperity of large industries, but the food supply of the world depends upon information furnished by this science, though often to be sure acquired experimentally and unsystematically out of the schools. We may then count zoology among the useful studies.

But in deference to the idea that studies must also be distinctly disciplinary, let us inquire whether the pursuit of this science develops and trains any of the faculties, and in order to do this we must at the same time examine into the best methods of teaching the subject.

The educator seeks to draw out the perceptive, the retentive, and the judging power of the mind. In the past a certain favorite order has been observed. The child's memory was first of all cultivated, for spelling preceded everything else, and was a matter of arbitrary association. Later the reasoning powers were developed by the problems of arithmetic and grammatical puzzles. Only in his high school course if ever was there any systematic

attempt to train the faculty of observation. He was then, perhaps, given a plant and told to examine it, and tell what he saw.

But this order is not according to nature. The child's eyes are wide open; he runs about handling, tasting, smelling everything, and full of questions about it all. And only the association and emulation with other children render palatable to him the confinement of the school-room, and the learning of symbols which are substituted for this activity. The ideal of primary education would be a peripatetic school which should wander about the house, the streets, hills and woods, and on the river banks, with a kind teacher wise enough to be a college president and as humble as Agassiz, who should direct this instinct of observation, and answer as well as he could the thousand and one *hows* and *whys*. When the little ones had learned all they could of the common things round about them, it would be time enough to sit down in a school room and get the second-hand knowledge that comes from books.

But we are not in Utopia, and the child's divinely implanted curiosity as to the marvels all about him, is left unsatiated until by and by he is given text-books in the various sciences, and learns them by heart, as he had his history and geography lessons.

But the great benefit of studying science is lost if the attention is confined to committing facts to memory, though these be of life and death importance. If we teach our pupils a few facts only, but along with them the way to find out other facts, we have done more for them than if they had learned a thousand facts, without thereby exercising any other faculty than that of memory. For the average memory is treacherous and easily, often fatally, overloaded. And how little can even a Macaulay acquire and retain in comparison with the infinite mass of information that may be necessary or useful to him at some time in the future. A man is better off with access to a library, microscope, scalpel, and reagents, *he has learned how to use*, though endowed with the most ordinary memory, than a Macaulay who had not these tools at command.

No study is better adapted than zoology, when rightly taught, to train those faculties of

observation we have too much neglected in our schemes of education, and that self-helpfulness which it should be our highest aim to develop. But to secure this the text-books must be supplemented by the study of specimens. These are fortunately much more cheaply and easily supplied than philosophical or chemical apparatus, though not without more or less time and labor. Interest the boys in the neighborhood by the promise of a small coin for each frog, snake, turtle, etc., brought in, and you can easily secure enough of the common creatures to go around your class. It is not worth while, if it were possible, to have specimens of all representatives of the animal kingdom, for the usual course allows time enough only for the proper study of a few types, but these should be obtained, if possible. It is harder to teach zoology in this locality, stranded as we are midway between the two oceans, and without frequent access to the rich variety of life each wave of the tide strews upon the seashore. But it is not difficult to find some student summering on the coast who will be glad, for a moderate consideration, to collect, pack and transport cases of the more usual marine types. Almost any school board in this country would appropriate a sum for this purpose, were the advantage represented to them.

It is, however, possible for a teacher to use a very large and valuable collection of specimens in such a way that the class derive very little benefit from them. And I think this is the case if he never does anything more with them than to hold up the specimen and say, "this illustrates what you have learned in your text-book, or what I have just told you." You may look at it and pass it around the class." Of course, this is better than nothing and all that is possible with rare and single specimens. But sometimes, daily if possible the scholar should go to work independently learn all he can at first hand from the specimens themselves, before reading what the book or learning what the teacher, has to say about them.

It is one of the strongest pleas for this kind of training that it tends to develop not only independence, but accuracy, perhaps the rational trait. I once gave a class in zoology as their first task, whose performance illustrated

common deficiency in this particular. Each was furnished a bird's foot, still covered with the skin, and asked to learn all he could about it, not forgetting to count the joints of the toes. Not one reported the number correctly. The failure to ascertain the truth was not of so much importance, as far as the fact of itself was concerned, but it was significant that the habit of accurate observation had never been formed.

A small magnifier is indispensable for each scholar, and a scalpel, forceps, and dissecting scissors are desirable, if he is to dissect at all. Bill, an ordinary knife and pair of scissors can be used, if sharp enough, and the left thumb and finger can supply a natural, if inconvenient, forceps.

It is not of the first importance at which end of the series we begin the study of the animal kingdom, but the books generally follow the more logical order of beginning with the lower and simpler forms. Packard, following his arrangement, recommends, however, starting first of all with the comparatively thorough study of the common frog, to serve as a standard of comparison for both lower and higher forms.

The pupil first examines the external features, shape, skin, webbed feet, etc. It is well to write out the description, accompanied by drawing, in a note book. This done, the internal organs are studied with reference to their location, connections, and appearance. So much would require two or three recitation periods. It is well, also, for each pupil to prepare a skeleton to keep, and this he may do out of school, after some directions, and to preserve in alcohol some of the organs for future reference.

Zoology is not to be pursued with gloved hands, but it is surprising how soon interest and zeal conquer any repugnance to handling the least attractive creatures.

Drawing the object studied is of incalculable value, even with total lack of technical skill or previous training. After carefully examining a piece of coral, for example, the beginner finds he has a perfect picture of it in his mind. He finds, perhaps, that he forgot to count the partitions, or thought of them as extending across the whole diameter, or neglected to note that they were of unequal lengths. But he must see just how all these things really are

in order to draw a section correctly, and the necessary attention to each detail secures greater accuracy to his knowledge than is possible in any other way.

Frequent class excursions may well be made to collect specimens and to study animal life in its own haunts and under natural conditions. Old stumps often richly reward investigation. One is, perhaps, entirely riddled through by myriads of ants that inhabit it with a colony of aphides they have domesticated for their use. Another, perhaps, furnishes a retreat to hibernating insects or abounds with grubs whose future transformation into beetles may be interesting to watch at home. This can easily be managed by putting the creatures, with some of the bark dust or soil, into a glass whose top is secured by netting or gauze, and keeping it a little moist. Every gall on the various plants invites the scholar whose interest has been once aroused, to ascertain the nature of the insect snugly lodged within, and the stage of its developments. He will find a variety of cocoons and can watch the metamorphosis of the dull pupas into active winged creatures. And he may have the luck to see the scavenger beetles dragging a dead bird underground to replenish their larder, or to be spectator at a battle of ants, or to hear the note of a new bird or discover a nest of gaping young ones.

Geo. Kingsley says: "He is a thoroughly good naturalist who knows his own parish thoroughly." A city back yard can furnish a summer's work in watching the transformations of the insects on the flowers and vines, the net-making of the different species of spiders in the shed, the habits of the ants that heap up their hills at your feet, the despised earthworms and sparrows.

It is desirable that every room in which zoology is taught should be furnished with an aquarium. The small boys of the school may be depended upon to keep it supplied. Fresh water snails and muscles, tadpoles, larval forms of certain insects, leeches, etc., are best studied in this way. Cocoon cages may be easily made of an old box and some mosquito netting. A microscope is a precious but unfortunately an expensive aid. It is, however, sometimes possible to hire or borrow one and reveal the wonders of a hitherto invisible world to the delighted young eyes.

It is a very common fault to require the memorizing of elaborate systems of classifications. This is great folly. Zoology is one of the youngest of the sciences and is at present in a transition period. A well-known biologist says: "I couldn't pass my own examination a year from date." The book-makers all vary from one another in their classifications and make changes in each successive edition of their works. Under the circumstances it is best for the beginner to learn by heart only the broader divisions into the great branches of the animal kingdom, with the classes of vertebrates and perhaps the orders of insects, since these are so easily illustrated. But all minor sub-divisions should be used only for reference.

An over-burdened teacher, with half-a-dozen subjects on his program, cannot be expected to do all the outside work necessary to teach this science successfully, but his aim may well be to lead his pupils to use their eyes and observe intelligently the world of nature. So vast an array of facts falls under the province of this science that no one mind can master more than the merest fraction of them all. The teacher, then, does well to take the position of fellow-student, better trained and a little farther along than his young people, and he need not be ashamed to answer many of their questions with, "We will try and find out."

Whether we aspire to be profound investigators or only to read a little way into the secrets of science, we shall do well to follow the poet's counsel:

"Come forth into the light of things,  
Let nature be your teacher."

### ENGLISH GRAMMAR IN THE GRAMMAR SCHOOLS.

BY MARTHA D. L. HAYNIE.

Since the publication of an article entitled "Freedom of Speech," the writer has had great encouragement to continue in the effort to aid in preventing the study of English grammar from being thrown out of the common schools.

Since that time she has met with much discouragement, also; so much, indeed, that it appears almost useless to attempt to stem the

tide of opposition, which has set in so strongly from many directions.

The encouragement referred to comes from a high source,—one which should be recognized everywhere, as sending forth opinion well worthy of careful consideration in a matter pertaining to the education of the children of America. President Eliot (to whom reference is made) in his article "What is a Liberal Education?", published in the June number of the *Century*, pleaded eloquently for more English in the schools. From his point of observation, he is enabled to take a wide view of the results of too little English in the schools, and this fact, combined with the fact of his remarkable linguistic attainments, ought to give his opinion the weight of authority.

The sources of discouragement are nearer home, consequently more effective in their workings; especially as they send forth opinions that find a channel in every direction throughout our State.

In examining, recently, "*An Outline of Study for County Institutes for 1884 and 1885*," which was prepared by a joint committee of the State Teachers' and County Superintendents' Associations of Illinois, it was ascertained that technical grammar is *discarded*, to a certain extent, from the common schools.

For a long time this had been suspected but it was not known to have become so general, or that superintendents and prominent excellent teachers could refer to it, in such a document, without comment or denunciation.

It had been suspected from the fact that of the many applicants for admission into the Illinois State Normal University, on examination, perhaps, more than three-fourths show a poorer preparation in English grammar than in any other branches; and the great majority of these applicants come from the common schools.

English grammar is a required study in the University; and it is sad to note the struggles of those who have had no drill of this kind in the common schools. It is pleasant, however, to be able to testify that the greater number of them pursue the study with zeal and energy; and, from their own schools, they send to us pupils with a symmetrical develop-

ment, having the ability to decline the pronouns, to conjugate the verbs, and even to *arise*, as well as to repeat the multiplication table, or to name in order the Presidents of the United States.

There is another movement among educators, and, strange to say, among those who admit the existence of a grammar of the English language, and, also, that it ought to be taught in the higher grades; this movement is a crusade against *parsing*.

The word itself has become a synonym for that which is ridiculous in language work, and, in many of the institutes, the mention of it is a signal that *smiling* is now in order!

It requires a good deal of bravery to meet these forces, headed as they are by renowned veterans in the cause of education, but the venture will be made, and the seed will be scattered broadcast, though a host should attempt to drive the sower from the field.

In the September number of THE JOURNAL the following questions will be answered:

What are the common schools?

Who are the common people?

What is parsing?

How does parsing aid in the acquisition of the correct habit of speaking and writing the English language?

### QUESTIONS.

ANSWERS NEXT MONTH.

1. Who was the "American Fabius," and why was he so called?

2. Who were the "Barn Burners," and why were they so called?

3. What is the origin of the term, "The Lame Knight," now applied to Hon. James A. Blaine?

4. Who first used the expression, "Speaking for buncombe," and what did it mean?

5. What are the "Pillars of Hercules?"

6. What is meant by the expression, "Carrying the war into Africa?"

7. How was the zero point obtained in Fahrenheit's thermometer?

8. What office does salt perform when mixed with ice in making ice cream?

9. What is the explanation of the dark and light stripes that appear on the plastered ceilings of rooms?

10. Under what circumstances was the Star Spangled Banner written?

11. Where and when was the first telegraph line established?

12. What is the essential element of an ordinary telegraph instrument, and how does it work?

### MISCELLANY.

Dr. Wilson, of England, has endeavored to find the number of hairs in the human head. He estimates the number, on the average head, at about 128,000.

Elementary education has two great ends:

1. To develop the intellectual and moral faculties; or, in other words, to develop the faculties of the perfect man. 2. To communicate to the pupil that sort of knowledge which is most likely to be of use to him in the sphere of life which Providence has assigned him.

The science of education must be based upon the nature of the being to be educated; that is to say, upon the laws which govern the development of the mental and moral faculties. These laws may be determined as well by observation as by psychological analysis. Every faculty of our nature has its proper period and peculiar mode of development.—*Tate*.

There is a very simple way of measuring the height of a tree, which can be practised by any one on a sunny day or in bright moonlight. All the apparatus that is necessary is a straight stick of any length. Draw a circle with a radius of a little less than the length of the stick. This will be done by holding one end of the stick, say two inches from its end, and moving the other end around, making the circle with a knife or chip. Then place the stick in the ground exactly in the center of the circle, perfectly straight, and press it down until the height of the stick is the same as the radius of the circle. When the end of the shadow of the stick exactly touches the circumference of the circle, then also the shadow of the tree will be exactly in length the same measurement as its height.—*Youth's Companion*.

# ILLINOIS SCHOOL JOURNAL

A MONTHLY EDUCATIONAL MAGAZINE.

PRICE, IN ADVANCE,.....\$1.50 A YEAR.  
IN CLUBS OF FIVE,.....\$1.25 "

JOHN W. COOK, AND R. R. REEDER,  
EDITORS AND PROPRIETORS.

NORMAL, ILL., AUGUST, 1884.

Entered as second-class matter in the postoffice in Normal, Ill., for transmission through the mails.

The remarks in this column, in the July number, respecting the boy-graduates have called out a couple of articles that appear herewith. We should be glad to hear from others. The matter is worth discussing.

Isn't it possible that there should be more pull from above? We have claimed that the high school performs an important function in holding pupils through the grammar grades. Cut it off and the dropping would immediately begin lower down. The more of a connected course there is the less satisfactory does a limited portion of it appear. If these statements are sound in theory, it is obvious that the idea that the high school course is only preparatory must prevail to secure a larger attendance. The high school must look toward the college or the polytechnic school. When we say "high school" we mean the average school that goes by that name.

It is answered that such schools do not fit pupils to enter college—at least colleges of any standing. It is true that few give enough Latin, and most of them no Greek. They give a fair fit in English, however, and many of them prepare pupils in mathematics. What, then, shall be done? Can the colleges of the State establish departments in which a creditable course in English and American literature, in the natural sciences, mathematics, and kindred branches may be pursued with no requirements in Latin and Greek for admission? Is it desirable? We have positive opinions on the subject, and will present them in the future. In the meantime, friends, what do you say?

It is our extremely painful duty to announce the sudden death of Mrs. B. G. Roots, wife of the esteemed veteran teacher "Father"

Roots, of Tamaroa. Mr. and Mrs. Roots were visiting in Milwaukee. Mrs. Roots went to ride with a friend, and by an unfortunate mishap a runaway ensued, in which she was thrown from the vehicle and was so seriously injured that she died the same evening, July 19.

Only those who knew how serenely these dear friends were descending the western slope of life together, and how necessary each seemed to the happiness of the other, can appreciate Father Roots' loss. Whatever of consolation can be derived from the tender sympathy of friends will be his in rich abundance. It had been their custom to travel much together during the pleasant summer season. They had spent a few days at Madison, at the National meeting, and were just beginning one of their summer rambles among their many friends when this terrible calamity came upon them.

The following from the *Milwaukee Sentinel* of the 21st has come to hand since the above was written:

Mrs. B. G. Roots, of Tamaroa, Ill., who was injured through a runaway on Saturday, died at a late hour Saturday night. Mrs. Roots, together with her husband, who is a member of the State Board of Education of Illinois, and for many years President of the Board, had been in attendance last week at the National Educational Convention at Madison, and arrived here on Friday night, intending to spend a few weeks with the family of her brother, Edwin Reynolds, superintendent of E. P. Allis & Co.'s shops. On Saturday evening Mrs. Roots and Mr. Reynolds started for a drive in Mr. Reynolds' road-cart, while Mr. Roots and Mr. Reynolds' family accompanied them in the family carriage. They started towards the water-works, and had crossed the little bridge over the Chicago & Northwestern tracks, near Prospect avenue, when one of the wheels of the cart kept striking the horse, frightened him and he ran away. Mr. Reynolds endeavored to stop him, but the cart kept striking the horse's legs, and the animal became uncontrollable. The cart dropped down on one side, throwing Mr. Reynolds forward so that he was unable to recover himself. The horse continued his mad flight up Terrace avenue, near the Sherman house, where he was almost brought to a stand-still, but was again struck by the cart, and started on a more furious gait than before. When near the water-works tower, Mrs. Roots jumped from the cart, and the horse turned the road leading down the deep embankment, and started over the rough stone. When about one-third of the way down the steep embankment, Mr. Reynolds let go of one of the reins and with the other turned the horse into the embankment at the side of the road. Here the cart was overturned, and Mr. Reynolds was thrown out. The box of the cart had broken from the springs, and with this the horse continued on down the steep embankment until he brought up against the water-works engine-house on the lake shore. The horse was badly injured, and the cart was a complete wreck.

Mr. Reynolds, although stunned and considerably bruised by being thrown out, quickly recovered himself but found Mrs. Roots on the street in an unconscious condition. With the others of his family, who he arrived in their carriage, Mr. Reynolds carried the in-

jured woman into St. Mary's hospital, and physicians were summoned. They found that none of her bones were broken, but she was taken with vomiting, indicating that she was injured internally. She continued to fail until 11 o'clock, when she died. The body was removed to Patterson's undertaking rooms, and will be taken to Illinois on the 1 o'clock train this afternoon over the Chicago & Northwestern road. Mr. Roots will be accompanied by Mr. and Mrs. Reynolds. Mrs. Roots was 66 years of age, and well known in Milwaukee, having visited here several weeks each year for a number of years past. She had been a resident of Southern Illinois for a number of years, having taught for a number of years in the female seminary at DuQuoin, Illinois.

The National Association at Madison was the educational meeting of the century, if numbers and enthusiasm are to be considered. Five thousand strangers were quartered in Madison and the adjacent villages. From Maine to Texas they came pouring in, to be received by the expansive hospitality of the little capital city.

The influence of such a gathering is not wholly upon the teachers. To them it brings much of inspiration. The words of the leaders of educational thought are vastly more potential to a hearer than to a reader. But meetings of such magnitude impress the great public with the power and dignity of the teacher's work far more than what may be written.

President Hewett gives the following account of the meeting:

#### THE GREAT MEETING.

The National Educational Association chose Mr. Bicknell for its President, one year ago, with the avowed purpose that he should organize a great meeting this year. He declared that he would have the largest educational meeting that was ever held in the world; and we think he has made his word good. It was said that 6,000 persons attended the recent meeting in Madison; we think there were at least 5,000 strangers present. But numbers were not the only remarkable thing about the meeting—it was truly a National gathering. Every State and nearly every Territory was represented—and that by the foremost men and women engaged in educational work. The weather was all that any one could wish. The railroads carried the multitudes at cheap rates, but not at the sacrifice of comfort.

The charming city of Madison looked its best, and all its citizens, from the Governor down, vied with each other not only in making the host comfortable, but in efforts to honor the representatives present. For two nights the city was grandly illuminated. On Thursday evening the Governor held a grand reception at his residence. His grounds and the grounds of his neighbors, were ablaze with Chinese lanterns and locomotive headlights; and the vast throng was royally feasted with ice-cream and other dainties.

Most of the guests had to be quartered on the citizens; nearly one thousand private houses were opened for their reception, and all without a single exception, so far as I could hear, spoke in the highest terms of their entertainment.

There were only two drawbacks to the completeness of the occasion: the crowd was so great that no place but the Park afforded room for a general meeting; and the

programmes were published only from day to day, so that delegates had some trouble in deciding what meeting to attend.

The National Council held meetings continuously, at the rate of three a day, from Thursday evening of the 10th till Tuesday afternoon of the 14th, Saturday afternoon and Sunday only excepted. These meetings were of great interest not only to members, but to large audiences. On Tuesday evening was the first meeting of the General Association, and from that time till the close, from three to six or seven meetings were in session nearly every half-day and evening.

The Normal department held three meetings; the attendance was not large, but the exercises were of deep interest. The paper of Professor Payne in relation to Psychology and its connection with teaching, and the discussion of the same, occupied about four hours. Professor Norton's racy paper on "Professional Enthusiasm," and the following discussion, took all of Friday afternoon.

Among the most striking things of the occasion, we would mention the admirable educational exhibit in the east wing of the Capitol, the addresses of two or three colored men from the South, the meeting in the interest of the education of the Indians, and the presence and speeches of Monsignor Capel.

The speeches of General Armstrong and Mr. Riggs on "Indian Education," held the closest attention of the throng on Thursday morning; and the presence of eighteen or twenty young Sioux, and their singing, awakened a tremendous enthusiasm. We thing all were convinced that it is better and costs less money to educate an Indian than to shoot him.

We heard only the first address of Mgr. Capel. It was a plain sensible plea for the study and use of good English. He is a man of fine presence, and is an easy and fluent speaker.

Mr. Bickwell refused to be re-elected as President, and the name of F. Louis Soldan was substituted and carried unanimously. The great meeting closed on Friday evening, leaving the Association with a full treasury, and everybody happy. We are sure that no one who was present will ever forget the magnificent meeting at Madison in 1884.

The place for the meeting next year will be fixed by the executive committee. Present appearances indicate that it will be held at White Sulphur Springs, West Virginia.

Prof. Edmund J. James, well known to ✓ our readers as one of the former editors of THE JOURNAL, received the flattering compliment of an election to the National Council of Education, at its recent meeting. The honor will be more highly appreciated when it is known that the entire membership numbers only fifty-one.

Another change in educational journalism is announced. *The Practical Teacher*, published by W. L. Klein, and at one time having a considerable circulation in Illinois, has been purchased by Mr. Porter, formerly in the employ of Mr. Klein, but more recently with D. Appleton & Co. Col. Parker takes the editorial quill and the general management. The Colonel's well-known vigor ensures a lively journal.

Miss ———

Please excuse the children for being late I want this to last for six months you can put it up again the wall where you can see it.

Mrs. ———

The original manuscript of the above courteous little message was handed to one of the editors of THE JOURNAL not long since by Miss ———, to whom it was addressed. It was delivered by a bright eyed little boy and his timid sister, as they passed to the only vacant chairs in a room of forty-five pupils. The little fellow bore that air of unrestraint which usually accompanies the manners of children whose parents have defied the worthy purpose of a faithful teacher.

It was in response to a rule somewhat general in our village schools, and suggests not a few questions. What is the exact purpose of a rule which requires a written excuse for absence and tardiness? Should such a rule obtain throughout all the departments of a graded school? If it is to guard against truancy only, is there any good reason for making the requirement of all pupils in a school when not more than a half dozen have any propensity for that form of mischief? Should a teacher enforce the rule when he knows the cause of absence or tardiness was unavoidable? Such a requirement is a great cross to many parents, some of whom cannot write, while others seldom wield pen or pencil. Ought a teacher to discriminate in such cases? Does the simple requirement restrict the number of absence marks and tardiness? We raise these questions because much of the *warmth* between parents and teachers grows out of the attempt to enforce this rule. Brethren, what has been your experience? Let us hear from you.

#### BOOK TABLE.

The annual catalogue of the Illinois Wesleyan University is at hand. It announces:—A reorganization of its Post-Graduate and Non-Resident work upon a more satisfactory basis; the addition of a new chair—Physiology and Health—to the College of Letters and Science; the transfer of Prof. Potter to the Chair of Mathematics; the appointment of Prof. W. W. Thoburn, M. A., of Pa., to the Chair of Geology and Botany; and the appointment of Prof. Robert McCay, M. A., recently principal of the Fairbury schools, to the principalship of the Preparatory department.

The lecturer on Physiology and Health is James B. Taylor, M. A., M. D., of Bloomington. Dr. Taylor was

formerly in charge of the Natural Sciences in the University, but retired to continue his studies in Europe and in New York. He is rarely fitted by his superior scholarship and skill as a teacher for his new duties.

The Post-Graduate and Non-Resident Courses have become a special feature of the institution. The former lead to the degree of Doctor of Philosophy, and are open only for those having a preliminary degree. The latter requires no degree for entrance, and leads to the degree of Bachelor of Philosophy. We observe the names of some of our common school teachers in the list of matriculants. The attention of our readers is called especially to this work. It affords the stimulation of a well arranged course and the oversight of thoroughly competent directors.

The College of Music is in the hands of superior instructors, as are the Colleges of Law and Commerce.

The Summary of Students is as follows: College of Letters and Science, 113; of Law, 16; of Music, 157; of Commerce, 231; of Post-Graduates and Non-Residents, 151; the Preparatory Department, 201.

Dr. Adams' tireless energy is putting the University into good financial shape. The high scholarship and earnest spirit of the instructors are making their mark as they have never done before. The University as a whole is moving steadily forward to a high plane of usefulness, and is attracting the attention of those who will see that it does not suffer for lack of the necessary "sinews of war."

**GRADED SEAT WORK IN ARITHMETIC.** By Jonathan Piper. Published by the N. W. School Supply Co., Chicago.

Anything in the way of school devices coming from Mr. Piper's pen will attract attention. We have before us specimen pages of Seat Work in Arithmetic, numbered from 2 to 16 inclusive. Teachers are troubled to find material with which to occupy pupils while at their seats. Work is sometimes placed upon the blackboard, but it is often in the way, and the duties of the school room are, in most cases, too pressing if the material were at hand. Mr. Piper has solved the problem by the preparation of these "tabs." Take No. 2 as an illustration: The sheets are of note size. They are glued together at one end. A blank space is left for the pupil's name. On the left is the "Drill Table." On each line two numbers are written. In the first column the pupil will place the sum of the two numbers, in the second, the difference, in the third the product, and in the fourth the sum of the last three results. When the page is filled it is torn from the "tab" and handed to the teacher, who can examine it at his leisure.

The work covers the "fundamental rules," including problems with abstract and concrete numbers, also with simple and denominate numbers, work in fractions, percentage, involution and evolution, and factoring. The problems are ingenious, are pleasingly varied, and seem to exhaust the possibilities in combination and resolution.

This work is so thoroughly practical, and the device is so very convenient, that it will be in great demand as soon as its character is understood.

Since the above was prepared, No. 1 of the series has been received. Instead of putting it in the shape of a tab, with sheets to be torn off, it is neatly bound in



paper covers, printed on heavy, firm paper, and contains 32 pages. A similar arrangement will be made with Nos. 2 and 5 inclusive, which will be sold at the uniform price of ten cents. It will pay teachers to communicate with the publishers. Their address is 199 Clark street.

The idea of presenting the work in pamphlet form in the lower grades is an improvement on the "tab" idea, since it can be preserved in much better shape. Its preservation is not so important in the higher grades.

#### THE NORTHWESTERN NORMAL.

The catalogue of this institution is received. The school is now located at Geneseo, and is in charge of W. J. Stevens, A. M., and W. J. Cook, A. M., well known in Northern Illinois as proprietors of the Morris Normal and Scientific School. Their first year in their new location has been a very successful one and the outlook is very bright. Twelve teachers are employed and nine departments are open to students. More than three hundred pupils have enrolled during the year. Catalogues will be furnished on application to the proprietors.

**A SHORT COURSE IN CHEMISTRY.** By Thomas R. Baker, Professor of Chemistry in the State Normal School, Millersville, Pa. Porter & Coates: Philadelphia.

The author has carefully and accurately embodied in 147 pages the definitions, principles, experiments, cautions, and results pertaining to Inorganic and Organic Chemistry; 106 pages are given to the former and 41 to the latter. The introduction of 22 pages treats of definitions, laws and processes; the wording in all cases being close, clear, and accurate. Excellent practical questions follow the discussion of each element.

The book abounds in chemical formulæ, and the chief experiments are represented by chemical equations. The work covers all that is required in most high school courses.

**INTELLECTUAL ARITHMETIC UPON THE INDUCTIVE METHOD OF INSTRUCTION.** By Warren Colburn, A. M. Published by Houghton, Mifflin & Co., Boston.

The above is an interesting little book. The introduction alone is worth many times its price to those who would teach arithmetic by natural methods. Among its excellent features are the following: An illustrated arithmetical story for beginners in counting. The concrete notions of the first ten numbers thus obtained are followed and impressed by numerous simple questions about familiar objects, and accompanied with illustrative cuts. The abstract number is now introduced in questions derived from the practical examples that have preceded. In performing this work, however, counters are used by the child, and thus the abstract is referred back to the concrete from which it was derived, and their connection is shown. The pupil now reviews the question in abstract number without the aid of counters. As neither figures nor written words have yet been used, the child has now reached the purely abstract in number. The above order is observed throughout the book. This is the natural order, which is exactly reversed in so many of our primary arithmetics, where an attempt is made to teach numerical abstraction to the beginner,

The counters mentioned above, together with materials for keeping store, are provided in a small box, and furnished for twenty cents. The book is carefully graded, and abounds in suggestions to teachers. The language of the examples is worthy of note; as far as may be, the experience and observation of the child are wrought into the questions, thus giving them a practical ring.

**HOME AND SCHOOL TRAINING.** By Mrs. H. E. G. Arey, A. M. J. B. Lippincott & Co.: Philadelphia.

This is a neat little volume of 200 pages, full of good sense and practical suggestions to parents. The writer is in full sympathy with children, and has produced a rare treatise on the art of studying child-nature, beginning with the cradle. It is a noble plea for home training; none the less instructive to teachers by its hints on object lessons, kindergarten work, and sound principles of discipline. It should be in the hands of every mother and teacher.

#### THE MAGAZINES.

THE CENTURY presents, as a frontispiece, an exquisite engraving, "Daffodils that Come Before the Swallow Dares," to accompany a "Glance at British Wild Flowers," by John Burroughs. The article is further illustrated so profusely as to make it a leading feature of the number. Alexander Hynds contributes a very readable article on "Gen. Sam. Houston;" Mrs. Van Rensselaer adds another to the series on "Recent Architecture in America;" Helen Zimmern gives a view of Roumanian life in a charming sketch of "Queen Carmen Sylva;" Isaac L. Rice proposes "Some Work for a Constitutional Convention;" W. J. Stillman contributes an article of especial interest to teachers, "On the Track of Ulysses;" Henry James begins a new story, "New England Winter," and Hjalmar Hjorth Boyesen follows suit with "A Problematic Character;" Washington Gladden discusses "Three Dangers." These, with "Topics of the Times" and "Open Letters" make a charming number.

THE ATLANTIC, always good, continues "In War Time;" "A Cook's Tourist in Spain," and "The Anatomizing of Shakespeare." The other articles of special interest are: "The Twilight of Greek and Roman Sculpture," "The Edda Among the Algonquin Indians," "An Old New England Divine," "A Modern Prophet," and the especially interesting "Bugs and Beasts Before the Law."

THE POPULAR SCIENCE MONTHLY: "Hickory Nuts and Butternuts" relates some strange doings in the vegetable kingdom. The reader will find some vigorous work in "The Ghost of Religion," by Frederic Harrison, and "Retrospective Religion," by Herbert Spencer. "Some Rambles," by a naturalist, is very entertaining, and "The Mystic Properties of Numbers" is very curious. The geographers will find valuable information in "The World's Geyser-Regions" and "The Salt Deposits of Western New York." The evolutionist will find encouragement in the account of "My Monkeys," by J. M. Fischer,

**PERSONAL.**

F. E. Hyde leaves Cambridge for Newton, Iowa.

H. W. Tippet takes charge of the Westfield schools next year.

Chas. E. Reeve will have charge of the Staunton schools next year.

David W. Reid, who was last year principal of the East Side schools in Champaign, takes charge of the Normal public schools next year.

C. I. Grueney, for several years at the head of the Cambridge schools, and afterwards of the Delavan schools, has been elected to the principalship of the Sandwich schools.

We announced in the July number that T. C. Clendenen, of Arcola, had received a very flattering offer from Portland, Oregon. His friends at Arcola would not hear of his leaving them, so he remains at his old post.

John W. Gibson declined a reappointment to the principalship of the Normal public schools, although earnestly requested to stay at an advanced salary, and succeeds Mr. J. N. Wilkinson in the Decatur high school.

P. R. Walker, for many years principal of the Rochelle schools, has been elected to the superintendency of the Rockford schools. After many years the people of Rockford have come to the only practical, sensible, and economical conclusion possible,—they have consolidated the schools of their beautiful city, and have put a man at the head of the system. In their selection of Mr. Walker they have given the community at large another proof of good sense. He is admirably fitted for the task of unifying and harmonizing the various elements, and for building a system of which his employers will be proud.

**STATE NEWS.**

Normal is erecting a new building for the primary department, having outgrown the old building. It is a model of neatness, comfort and convenience. It will be warmed with a furnace and ventilated by grates.

Knox College closed a very successful year June 26. From *The Coup D'Etat* we learn that the closing week was one of great interest. The Baccalaureate address was delivered by H. M. Scott, of Chicago. At its conclusion Dr. Bateman addressed the class. If they will carry his earnest words into the world that stands before them, and read and heed his ringing call to a life of honor and duty, they will bless their kind. The address before the College Christian Association, by Rev. John H. Barrows, D. D., of Chicago, on Sunday evening, and Dr. Edwards' address on Wednesday, are especially noted. The art exhibition, the class-day exercises, the alumni reunion, the prize contests, the picnics, the society reunions,—all were especially happy occasions. The great event was, of course, the thirty-ninth annual commencement, which was held on Thursday, the 26th. The class is the largest which Knox has ever graduated. All indications point to a bright future for the college. As the opulent West grows older Knox will not lack the financial support which has come to so many similar institutions in the East. And when the public school teachers of the State really appreciate the opportunities for higher culture that are afforded within a few hours' ride of the remotest county, they will impress upon the young people of their schools more earnestly the immeasurable advantage which collegiate training gives.

**MONTGOMERY COUNTY.**

Litchfield has completed a new school house of four rooms in the First Ward. Sixteen teachers are now employed to conduct the schools of the "Oil City."

Prof. Thomas Charles, who for five years has been principal of the Litchfield schools, was again reelected at a salary of \$1,200, but on account of his health he refused to accept. He goes to New Mexico as principal of the schools at Silver City, where he has been elected for ten months at \$1,000. He is followed at Litchfield in the superintendency by Prof. J. C. Bowlby, of Vandalia, who was employed for \$1,000 a year.

The Teachers' Institute for this county will begin on Monday, July 28, at Hillsboro. The Institute will be conducted on the plan as laid down in the syllabus of work recommended by the State Superintendent. August 15 will be school officers' day. All directors and treasurers are requested to be present that day. Prof. D. E. Hunter, of Washington, Ind., has been secured to conduct the Institute. Other assistants will be secured. County Superintendent Jesse C. Barrett, is putting forth every effort to make the Institute a grand success, and the indications are that his labors will not be in vain.

G. E. A.

**MACOUPIN COUNTY.**

Mr. John L. Hall is again elected principal of the Shipman schools.

Miss M. E. Rider has been elected for the second year principal of the Nilwood school.

Mr. B. F. Stocks has been employed to take charge of the schools at Virden, for the second year.

Mr. and Mrs. Harrison Sawyer have been reengaged for the fourth time to take charge of the Dorchester school.

About the usual number of moves have been made by the teachers of the county; all are again settled for another year.

J. S. Campbell moves from Chesterfield to Medora. G. A. Scott has been elected to conduct the school at Chesterfield.

Mr. W. M. Evans, who has given entire satisfaction at Girard as principal, has been reengaged for seven months at \$90.

Scottville school will be taught this year by W. W. Hewett, who has been in charge for several years. He will be assisted by S. W. Goble.

On the 21st of June the Superintendent examined thirty-five teachers at his office in Carlinville, and it was not a very good day for teachers, either.

Mr. Geo. Harrington has been elected for the sixth time, we believe, principal of the Carlinville schools. He has given universal satisfaction. His salary has been advanced to \$1,100.

Miss Mattie Fishback, who for several years has been one of the teachers of the Carlinville schools, died recently of an abscess on the brain. She was held in high regard by all who knew her.

Professor Henry Higgins, last year principal of the Brighton schools, is canvassing in the county for an encyclopedia. He has been succeeded at Brighton by Mr. Harvey Brown, who last year taught at Piassa.

An outcry is raised in this county against the "tramp" teacher, who hops into the county and is willing to teach any school at a lower salary, and at the end of the year he is obliged to skip. Economical School Boards take these teachers eagerly, and consider themselves lucky to save so much to the district.

George W. Bowersox is again a candidate for reelection to the office of County Superintendent. He is well liked by the teachers, and fills the position to perfection. The opposing party has brought out Stephen King. It is claimed that he, too, is a democrat, and will be effectually set down upon by George W.

Mr. Thomas Moore, from the preparatory department of Blackburn University, succeeds Mr. Benj. Franklin as

principal of the Bunker Hill schools, at a salary of \$90 per month—a decrease of \$10 per month from last year. A petition, with numerous signers, was presented to the Board asking Mr. F.'s reappointment, but it was of no avail.

The Staunton School Board decided to elect a gentleman as first assistant. J. S. Thompson was elected, and he resigned in favor of John O. Kennedy, who last year had charge of the New Douglas school. The same Board elected Chas. E. Reeve, of Taylorville, at \$75 per month, a decrease of \$10 from last year. G. E. Ayers, for two years in charge of the above school, goes to the Litchfield High School.

The Normal Institute, under the direction of Profs. Pike and Murphy, of Jerseyville, opened at Girard on Monday, July 14. The Institute will last five weeks. There were sixty teachers in attendance the first week, with every prospect of an increase to eighty at least. To know that the above teachers are in charge is guarantee that the Institute will be a decided success. There is a class preparing for examination for State certificate. Examination for State certificates will be held on the 14th and 15th of August, at the close of the Normal.

A. G. E.

#### COLES COUNTY.

From the Charleston *Courier* we obtain the following respecting the annual institute:

The sessions began July 7, and continued one week. Supt. Lee determined to make the institute an unequivocal success, hence he selected six competent instructors to assist him. The account contains so many valuable hints to teachers that we quote largely:

Prof. T. J. Lee gave numberless hints and suggestions in regard to the best methods of presenting the various subjects to the pupils. As he is a teacher of twenty years' experience, and is entirely devoted to his high calling, anything that he sees fit to offer is eagerly received by the teachers and is always worthy of the most careful attention. His lectures on grammar and the development of language were splendid. This is his favorite branch, we would infer, although he is equally conversant with all the branches pertaining to school work; and we must not omit his numerous and pertinent anecdotes with which he often cheered the routine of institute work, and that all the teachers so heartily enjoyed.

Prof. I. L. Betzer gave several lectures on "The Theory and Practice of Teaching," also many incidents of actual occurrence in point. These lectures were very interesting—advocating life and common sense in the school-room. He also simplified the subject of geography, giving plans of work that will result, if followed, in very greatly facilitating the study of that often-neglected branch of learning. His presentations of diagrams of school programs for study and recitations were excellent.

The subject of history was handled in a masterly manner by Prof. H. F. Baker. He presented many valuable diagrams, plans, tables, etc., that were taken down for future use by the teachers. He discards the idea of making the mind a repository of historical dates, and adopts the more sensible one of arranging dates and facts in groups. The cause of each event should be studied. He paid due attention to the power of association of ideas and to imagination as a factor in making this usually dry subject interesting. His treatment of philosophy was admirable. By numerous simple experiments he showed the manner of adding interest to the study, and how easy it would be for teachers to procure inexpensive apparatus and perform the same and other experiments in their own school rooms.

The methods of teaching language in the primary and intermediate departments received due attention at the hands of Prof. E. J. Hoenabel. He also gave many valuable suggestions regarding primary reading, spelling, and slate work. He took strong grounds in favor of written examinations and work, exhibiting specimens

of the work of the Charleston schools. His closing lecture on "The Dignity of the Teacher's Work" was a splendid production. It glowed with enthusiasm and was replete with practical suggestions.

The subject of reading received the attention that it so justly deserves from Prof. A. J. Funkhouser. He treated the subject under the following divisions: Primary and higher reading; elocution and oratory, so far as they relate to reading; literary work in schools; choice of reading. Each division was considered in turn, and occupied the time of an entire recitation. Prof. Funkhouser was the youngest instructor in the institute, and brought much enthusiasm and earnestness to aid in making his favorite branch interesting. He advocated the word method of learning the alphabet, and putting slates and pencils in the hands of the youngest children. Let them be taught printing and script writing from the beginning. The first object of reading is to get the thought in the mind of the author; the next, to convey that thought to the minds of others, using the words of the author; and, by cultivating this, getting the thought and its proper expression, we attain success in teaching reading. Elocution is an indispensable element of good reading, and oratory of elocution; but the three are only higher forms of conversation. Imitation is to be discouraged and the child's natural talents cultivated. The entire institute was frequently exercised in breathing exercises, gestures, articulation and vocal training; also individual and concert reading. The elements of elocution, vocal training, gestures, etc., should be taught pupils from the beginning, that they may acquire control of the voice, coupled with ease and grace of carriage and manner. Much supplementary work in the way of history, geography, grammar, the sciences, etc., should be done in the reading classes. Under the head of "Literary Work" he took strong grounds in favor of well managed literary societies. One should be held in each school on alternate Friday afternoons; and, so far as practicable, they should be organized in the district for evening meetings. Let the participants be drilled in readings, recitations, essays, debates, and, if possible, in oratory. Essays should be written with ink, on paper, and handed in for correction, every two weeks, by the older pupils, and written on the board by the younger pupils, at least twice a week. Spelling should be taught both orally and in writing spellers, written exercises, etc. A misspelled word in his written work is a standing reproach to the pupil or teacher. A rigid choice of wholesome reading matter for the pupil and teacher is essential. Stories of the good and bad little boy or girl type are disgusting to the masses of *real* American boys and girls. Give them something interesting. Let our reading matter be pure, spirited, and strong. History, poetry, biography, standard novels, etc., are to be read. Discard trashy reading as you would poison. We shall then have fewer duds, both of the male and female variety, in our midst, not only in regard to dress but education as well, and the standard of public opinion, social conversation, etc. will be elevated. The news of the day should be read as presented by the great dailies, and each teacher should read one educational paper at least, and as many of the county papers as he can find the time to read and money to encourage with his subscriptions. The use of supplementary reading matter was strongly recommended. We may be pardoned for our extended notice of this branch when it is known that by an almost unanimous vote the institute favored devoting from two and one-half to three hours of the five and one-half hours of actual school work to this all important accomplishment.

The sciences of physiology and botany were treated in a very thorough manner by Prof. E. O. Humphrey. By charts, diagrams and board work he explained the rudiments of these branches, and by short and pertinent lectures developed plans of investigation that the assembled teachers would do well to follow. Like the other teachers Prof. Humphrey is an enthusiast in his department.

How to simplify and render interesting the study of arithmetic occupied the attention of Prof. C. T. Feagan.

Many short and simplified plans were presented. The substance of the science should be taught and all useless technical terms, rules, etc., ignored. Teach the principles and from them let the rules be deduced. Do not burden the mind of the child with mere text-book definitions, rules, etc. which he can neither understand or see the reason for. Make haste slowly, and see that everything is made perfectly plain. Prof. Feagan advocates material reforms in teaching this much abused science, and if his plans are carried out many of them will undoubtedly be effected. As it is, a child generally studies arithmetic from the age of ten to twenty-one and then has but confused ideas of the beauties of the science.

Miss Maria Noyes brought over a large class of little ones from Mattoon Wednesday, and by means of a carefully prepared lecture, and the work of her pupils, gave the institute a good idea of the simplicity and thoroughness of the Kindergarten method.

A lecture was provided for each evening. Resolutions were adopted thanking the lecturers and teachers, and expressing especial gratitude to Supt. Lee for the abundance of good things provided them. The session closed with a happy reunion on Friday evening.

#### DE KALB COUNTY.

We are sorry to say a number of the district schools are still in session. However, fully 150 teachers, besides students of several schools, are expected to attend the County Institute.

We are pleased to hear that Miss Flora Pennell is to be one of our teachers again.

Profs. Hayes, Parson, Blanchard, Gibbs and Lucas retain their principalships, and County Superintendent Talbot is working for more such men.

Three of our four Normal students expect to return, and be accompanied by four of their friends.

Miss Annie Maxfield has a position in the Sycamore school.

L.

#### PIKE COUNTY.

The Pike County Institute opened July 7, to continue six weeks. The last two weeks will be devoted to the "Syllabus of Work for Institutes." The drill commenced with about fifty-five in attendance. This number will probably be doubled during the last two weeks. Nearly half of those now in attendance have never taught. A better spirit was never shown by a body of teachers preparing for their work. Many of the very best teachers in the county are in attendance, quite a number holding first grade certificates. Drawing and music are made prominent features of the drill. None of the teachers are excused from these exercises, or that of theory and art. Mr. Harvey, recently graduated from the State Normal, and principal-elect of the Pittsfield High School, is doing the sciences, and that in an admirable way. He is much liked by his pupils.

J. L. H.

#### COOK COUNTY.

"Excellent, I do not wish to lose one minute!" "The best I ever attended!" "One of the grandest weeks' work I ever witnessed!" were among the many remarks we heard with reference to the efficiency of the Cook County Institute held at Normal Park from July 7 to July 11. A. F. Nightingale, Lake View High School; Mrs. Ella Young, Skinner School, Chicago; H. L. Boltwood, Evanston High School; O. T. Bright, Douglas School, Chicago; Mrs. F. W. Parker, Boston School of Oratory; L. Lewis, Superintendent, Hyde Park; Helen R. Monfort, Cook County Normal School; W. W. Speer, Cook County Normal School; Col. F. W. Parker, Cook County Normal School, and others equally well known, were employed in active work. About 300 teachers were present. The Institute was divided into four sections: the first and second grade section; the third, fourth, and fifth grade section; the sixth, seventh, and eighth grade section, and the high school section.

The nice tact and fine executive ability that brought together the splendid array of professional talent, that arranged into working order that large homogeneous mass, and kept it balanced in such harmonious relations, cannot be too highly commended. When the wheels of such machinery work noiselessly, when so perfect is the adjustment and movement that the action of the power behind seems imperceptible, we are too apt to forget the active energy that must necessarily have given life to all. We bask in the accustomed sunshine, enjoy its health-inspiring influences, and delight in the glorious creations it produces, without thinking of the wonderful force employed in sending such beams through the distances they must traverse so unerringly to perform each its own special task; but in the onward march of education, each step and its agency is of value to all true votaries and to the future; we therefore feel assured that all, including those who have not been able to enjoy the intellectual feast, will unite in thanking A. G. Lane, our County Superintendent, for thus giving such high rank to the ordinary county institute.

E. H.

#### WHITESIDE COUNTY.

Every town school in the county changes principals except Fulton, Rock Falls, and Coleta.

Quite a number of our teachers attended the National Association at Madison, and are more than enthusiastic in praise of the work done, and the entertainment received.

Several of our schools are beginning to open their eyes to the situation of having so many of the very best teachers seek other occupations, and are beginning to inquire for a better grade. They are becoming more willing to pay for the talent and interest they wish to maintain in the schools.

Our first institute held under the provisions of the Institute Bill is now in session. One hundred and fifty were registered the second day, which goes to show that the bill has a very beneficial effect in securing the largest attendance ever known before in our county. The superintendent has engaged the efficient services of Profs. Bayliss, Scott, and Maxwell. He expects to provide for a class in State certificate work. The classes in language work and theory and practice of teaching, conducted by Prof. Bayliss, are creating considerable interest. The Prof. insists that every recitation in language should be a voyage in *discovery*. He never forgets the fundamental principle involved in the teaching of any subject. He says that the object of education is to acquire the power of giving attention to the subject under consideration.

Last year Supt. Hendricks added one or two new features to the institute work, and now he adds another. Prof. Mountz is employed to be present every day and give regular instruction in vocal music and elocution. He conducts the music at the opening exercises, and occasionally at other intervals. This gives a practical demonstration as to the value of music in school. May the day hasten when its use will be universal! One day of the session is to be devoted to the interests of directors, and W. L. Pillsbury is to be present to instruct in regard to knotty problems in the school law. We look forward to that day with considerable interest.

It is pleasant to see Prof. Kelley look in upon us occasionally. The other day while he was in, a gentleman, in response to the question, "should a teacher take any part in religious or political discussions?" stated that he had not voted for a long time, and that he would advise teachers to take no part in these things. No sooner had he finished than Mr. Kelley was called for and responded in a way which will not soon be forgotten. Let teachers be brave!

To the credit of the *Sterling Gazette* be it said, that has turned over a new leaf, and is paying a degree of respect to the schools which they deserve and demand. Thomas Diller, one of our best teachers and writers is here at the expense of the *Gazette*, and is furnishing

excellent daily reports, which are published in full. As there is rejoicing among the angels "over one sinner that repenteth," let all the teachers sing the doxology and say amen!

W. W. K.

#### STEPHENSON COUNTY.

Stephenson county was represented by twelve or fifteen teachers at the Madison Convention of Educators, among whom were Austin Rishel, two Ballinger brothers, Mary Wise, Superintendent C. C. Snyder, J. H. Hutchison, Superintendent A. A. Krape, O. P. Bostwick, and M. O. Naramore.

P. O. Stiver has gone to Pennsylvania to spend the summer. His work in Rock City, over whose school he has been principal for the past three years, has secured for him the highest commendation. Mr. Stiver has been elected to the principalship of the Orangeville school, at an advanced salary.

Edward Weirick has filled the position of teacher in the grammar department of the Lena schools during the past year, with great efficiency and success. Being offered a much more remunerative salary, he has accepted the principalship of the Nora schools.

M. O. Naramore, who for the past year has occupied the position of assistant principal of the Lena High School, with great satisfaction to pupils and patrons, has accepted the principalship of the Winnebago schools for the coming year.

O. P. Bostwick, for two years principal of the Lena schools, has been elected to the position of Superintendent of the Galena schools, for the ensuing year, to succeed Prof. R. L. Barton.

Charles Fordyce, graduate of the State Normal, late principal of McLean schools, has been elected to the principalship of the Lena schools.

Ellis Goddard, one of Stephenson county's successful and popular teachers, has moved to Burlington Junction, Mo., where he takes charge of the public schools of that place.

Miss Carrie Gifford, graduate of the State Normal in class '84, has been tendered the grammar department in the Lena schools.

A. F. Ballinger is doing efficient work at the head of the Ridott school, and has been retained for the fourth year.

Etta Miner, two years principal of the Orangeville schools, has left the profession, having found more congenial labor in a dual school.

J. Potter, who has done successful service for the cause of education for many years, will remain at the head of Davis schools.

F. K. Fisher has been retained principal of Dakota schools.

We hear the Cedarville schools spoken of in the highest terms, and are glad to learn that the same corps of teachers will remain the coming year: C. W. Franks, principal, and Sarah Liggett in charge of the primary department.

Jere Lenord, who has achieved marked success as a teacher in the ungraded schools of our county, has been elected to the principalship of the graded school of Rock City.

We hear very favorable reports from the Rock Grove schools, and rejoice that the directors are wise, and have advanced R. J. Stiver's salary in order to retain him another year.

Prof. J. H. Hutchison has made an enviable record as principal of the high school of Freeport, and has been retained another year at an advanced salary.

Prof. Charles C. Snyder has been Superintendent of the Freeport schools for many years. By his efficient

management of public instruction in the city, and by his cordial and genial manner with all classes of people, he has made hosts of friends throughout the county, who are glad to learn that he will remain at his old post the ensuing year. Freeport has many efficient and excellent teachers, whose names we would gladly mention if we had more space.

The Stephenson County Institute will be held at Lena, commencing August 11 and closing August 22. Prof. S. Y. Gillan, of Danville, will take charge of the department of language and reading; Prof. F. T. Oldt, of Lanark, mathematics and philosophy; O. P. Bostwick, of Lena, of physiology and natural history. The remaining studies, school management, didactics, etc., will be divided between Professors Gillan and Oldt. Mr. Bostwick will edit the Institute daily, and Superintendent Krape will act in capacity of the conductor of the Institute.

#### CUMBERLAND COUNTY.

Mr. N. B. Vanderhoof and Miss Leah Morton have been employed at Jewett for the next year.

The Board at Greenup have employed Mr. Louis Decius, principal; Mrs. Effie Decius, Miss Nora Leamon, and Miss Callie Mattoon.

Miss Minnie Wolohers, Miss Minnie Moses, and Miss Daisy Vandyke have been employed in the Toledo schools. The principal has not been employed yet.

The Normal school, in session at Toledo, is progressing finely under the management of Superintendent Miller, assisted by G. W. Monroe, of Neoga schools. The attendance is larger than at any former normal, and the interest manifested is great.

Teachers' wages are better than heretofore. This shows that the teachers are preparing themselves and that such preparation is appreciated by the people.

Rev. Robt. McIntyre, of Charleston, Ill., will deliver his lecture on "The Ideal Teacher" in the Court House at Toledo, August 1, 1884.

Messrs. Davis, Clemens, Miller and Monroe, will be the instructors in the Institute, commencing August 18. Several lectures will be delivered within the week.

We reopen our forms to notice the meeting of the Southern Illinois State Teachers' Association, to be held in Centralia, August 26-8. The following, and others, are on the programme: Geo. L. Guy, T. B. Greenlaw, Mrs. John T. Bowles, Miss Nannie C. Anderson, A. P. Allen, Miss Martha Buck, Dr. Allyn, John W. Heninger, Joshua Pike, S. G. Burdick, Jonathan Piper, B. F. Armitage, and S. H. Deneen.

The executive committee consists of J. M. Inglis, C. W. Mills, J. T. Bowles. The president is E. E. Edwards.

#### PUBLISHERS' NOTES.

"Our School" series of report cards and exposition chart. The best and cheapest arrangement out for systematic reports. Teachers wishing samples and prices will address W. W. KNOWLES, Sterling, Ill.

*American Progress*, N. Y.—The firm footing upon which assessment insurance stands to-day in this country is largely due to the energy and ability displayed in the management of the Mutual Reserve Fund Life Association, and the resulting solidity and vigor which it exhibits.

How many of our readers are aware of the fact that A. H. Andrews & Co. are the largest manufacturers in the world of school furniture? Have you noticed their "ad." on p. IX? Have you tried their Dustless Erasers? Have you seen their Lunar Tellurian Globe? Are you going to have new desks this year? Yes? Well, then, you must see the Triumph, with folding lid.

The Brockway Teachers' Agency advertised in our columns refers to Supt. Howland, of Chicago, Prof.

Phelps, Winona, Minn., Adj. Gen. Elliot, Springfield, and others. This agency furnishes a very convenient means of communication between teachers and employers.

The Teachers' and Students' Library, published by T. S. Denison, Chicago, is certainly one of the books which no teacher or student can afford to be without. Its plan is new, and the work is just what it claims to be, a *library of necessary knowledge*. It contains in one large octavo volume a vast amount of information for the price, \$3.00. The teacher who uses this book faithfully will stand at the front of his profession.

#### ITALIAN BEES.

I keep for sale, constantly, pure Italians, at \$8 per colony. If five or more colonies are ordered at one time, the price will be \$7.50 each. I have a few colonies of hybrids at \$6 each. I also offer colonies with imported queens at \$13.

Bees by the pound, from May 1 to 20, \$1.50; from May 20 to June 10, \$1.25; after that \$1. Queens, hives, smokers, sections, foundations, etc., at reasonable prices. E. A. GASTMAN, Decatur, Ill.

Teachers of geography are sure to find *many questions with short answers* a useful and amusing exercise. The GEOGRAPHICAL HAND-BOOK gives to the teacher *one thousand five hundred questions*, already prepared, with answers,—300 on United States, 250 on Europe, 150 on mathematical geography, and other subjects in proportion. It would interest you to see how many questions out of 50 or 100 your class would answer. Try the questions. They will give your class a lively review, and cost you ONLY 35 CENTS. For sale by J. A. Woodburn, Bloomington, Indiana. See advertisement.

The North-Western Normal, located at Geneseo, Ill., was organized and is conducted by Professors Cook and Stevens, assisted by a corps of ten teachers. The school is in session fifty weeks each year. Departments of Science, Literature, Mathematics, History, Languages, Bookkeeping, Stenography, Music, Art, and Photography are regularly sustained. Expenses are reduced to as low a figure as possible, and accommodations are good. A large three-story building is now being erected to meet the increasing demands for more room. German, Latin, Bookkeeping, and Penmanship are taught without extra charge. Hundreds of successful teachers have been prepared for their work by Messrs. Cook and Stevens, and a saving of time and money is guaranteed. Send for catalogue.

Mrs. Laura Adams, Belvidere, Ill., writes: "The Teachers' Coöperative Association of Chicago, is far ahead of any of the Educational Agencies in the facilities which it affords to teachers. I shall never think of employing any other."

#### SOMETHING FOR NOTHING.

We have in our office a beautiful roller map of the United States and Canada, size 46x56 inches, geographically correct, and showing, in colors, the divisions of standard time—just such a map as usually sells for about \$2. The map is published by the Chicago & Alton Railroad, and they propose to send one, all charges prepaid, to any principal, or teacher of any department of any educational institution, for use in their classes, who will send a written request for it—until the large edition is exhausted. First come, first served. We have always considered the Chicago & Alton a liberal corporation, but this offer smacks strongly of philanthropy. We trust that our readers will be as generous in their requests as the C. & A. is in their offer. Send to

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The Teachers' and Students' Library is a work which should be in the hands of every teacher, every person expecting to teach, every clerk, bookkeeper, salesman—in fact all who wish to be well informed. It is *thorough, reliable and complete* in one large octavo volume. It is a discredit to the profession that many teachers know only the every day routine, and that sometimes poorly. This book will do more to *elevate the profession* than any other we know of. It is published by T. S. Denison, Chicago. The price (\$3.00) is very low.

Read the "ad" of "Seatwork in Arithmetic," in this number and then send ten cents for a specimen. It will pay you. It is the most convenient thing published, and lessens the teacher's work surprisingly. It saves room on the blackboard; saves the time of writing, and more than all presents graded work all ready for the pencil of the pupil.

The Potter black board that we have been adverting is now sold by A. H. Andrews & Co., Chicago.

The Teachers' Training School and School for Individual Instruction, of Oregon, Illinois, E. L. Wells, principal, prepares young people for business, for other schools, and helps teachers in methods and to obtain county and state certificates. The school has no vacations, and all studies are optional. Students enter at any time and stay as long as they please. Teachers can there spend their vacations in the most practical drill-work. Graduates of high and normal schools, county superintendents, principals and assistants of towns and cities in all parts of Illinois, and some from other states have been members of the school. Send for circular and catalogue.

#### PRACTICAL EDUCATION.

H. B. Bryant's Chicago Business College, phonographic institute and English training school continues in session during the summer, affording an excellent opportunity for young people to get an insight into commercial affairs. All of us do more or less business, and to be able to transact and record business affairs in a ready and systematic manner is an accomplishment of great value. This is a commercial nation—90 per cent. of the graduates of our literary institutions carry their talents into commercial life. The university best adapted to the requirements of our mercantile civilization, is the university where commerce is studied as a science. Chicago, which is the center of the commerce of the nation, is, appropriately enough, the seat of the greatest mercantile university of modern times—H. B. Bryant's Chicago Business College. Business men can always be furnished at this institution with stenographers, type-writers, bookkeepers, cashiers, bill clerks, etc. Young men and women who become proficient at this institution are usually called for by business houses as soon as ready. Address H. B. Bryant & Sons, 81 State street, Chicago, Ill., for circulars or further information.

#### LOCAL NOTES.

Send to us for Dr. Hewett's "Pedagogy," Prof. Cook's "Methods of Arithmetic," Mrs. Haynie's "Grammar," Metcalf and DeGarmo's "Dictionary Work," or any book you wish, and in any quantity. Prices low. Try us. NORMAL BOOK AND NEWS CO., Normal, Ill.

Maxwell & Co. have removed to Chicago, but they left their old store behind them, and R. C. Rogers & Co. their successors, can fill any order for goods in their line. If you want a book that your dealers can't supply, write Rogers & Co., and get it by an early mail. Students drop in and see the opportunity for bargains. North Side Court-House Square, Bloomington.

# ILLINOIS SCHOOL JOURNAL.

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WHOLE No. 41.

## A COUNTRY SCHOOL.

Pretty and pale and tired  
She sits in her stiff-backed chair,  
While the blazing summer sun  
Shines on her soft brown hair.  
And the little brook without,  
That she hears through the open door,  
Mocks with its murmur cool  
Hard bench and dusty floor.

It seems an endless round—  
Grammar and A, B, C;  
The blackboard and the sums;  
The stupid geography;  
When from teacher to little Jim  
Not one of them cares a straw,  
Whether "John" is in any "case,"  
Or Kansas in Omaha.

For Jimmy's bare, brown feet,  
Are aching to wade in the stream,  
Where the trout to his luring bait  
Shall leap with a quick, bright gleam;  
And his teacher's blue eyes stray  
To the flowers on the desk hard by,  
Till her thoughts have followed her eyes  
With a half unconscious sigh—

Her heart outruns the clock,  
And she smells their faint sweet scent;  
But when have time and heart  
Their measure in unison blent?  
For time will haste or lag,  
Like your shadow on the grass,  
That lingers far behind,  
Or flies when you fain would pass.

Have patience, restless Jim,  
The stream and fish will wait;  
And patience, tired blue eyes—  
Down the winding road by the gate,  
Under the willow shade,  
Stands some one with fresher flowers;  
So turn to your books again,  
And keep love for the after hours.

—The Teacher.

## THE HUMAN SENSE AND ITS CULTURE.

BY ROBERT ALLYN, LL. D.

At the meeting of the National Association of Teachers, at Madison, Wis., in July, Professor Payne, of the Michigan University, read a paper on "Psychology as related to Pedagogy," which excited a large interest, especially among the Normal men. One of its positions or suggestions was to the effect, that as the intellect, or strictly psychical powers, become more acute under civilization, the senses, or physical powers, become duller or less capable of attaining distinct knowledge. I think this is a common notion or belief, and yet it is doubted. The truth probably is that as the mind gives itself up to use or study one of its aptitudes for, or modes of acquiring knowledge, and disuses or neglects another, it finds less pleasure in the exercise of the disused faculty, and experiences a decided growth in both the acuteness and power of the one to which attention is given. The law of habit or exercise and nutrition or alimentation most certainly favors this opinion. And observation, without question, confirms it. If this was all the Professor meant, he needs neither explanation nor confirmation.

But, while his excellent essay was too brief to guard all the points and defend all his principles, or even to suggest limitations, it certainly seemed to announce the superiority of savage and uncivilized life, or rather mind, over the cultured in this one point. This position is, I think, untenable, not only philosophically but historically. Exercise or use is the law of growth, or, if you please, of development, or evolution, if that word is



preferred. The proper statement would then be, that a philosopher in a civilized nation or age, who gives himself up chiefly to reflection on the ideas of the intellect, will develop the physical senses less than a man living in a savage state, who devotes himself to the exercise of these senses, who dwells on a repetition of their processes, and cultivates a memory or record of the simple results attained. This is all the truth there is in it, as a careful study would seem to indicate.

But there is another side to it. The civilized man is capable of a very decidedly greater cultivation in the sense-perceptions than the savage. A superficial thought has affirmed or conjectured the contrary, just as Rousseau and the philanthropists were accustomed to declare the superiority of the primitive state of man. The Red Man of the woods can follow a trail as one unaccustomed to the business cannot. But if ages of inherited care and discipline are worth anything, if the accumulated experiences of the race have any influence, the child of civilization must be better endowed than the offspring of the undisciplined; the line of culture and long foresight must possess advantages over the undeveloped one which has been directed by impulse and been noted only for improvidence.

This introduction has led me astray from the purpose I had in meditating this article. I intended to say that it seems that the race has reached a point where it is desirable and possible to give a more definite aim to our sense-culture, to describe some of its processes more accurately, and to name their activities and their acquisitions more distinctly. The senses are not ends in themselves. They are only instruments of the mind. As the mind is improved, sharpened, enlarged, or strengthened, disciplined, and prepared for its work, can not these senses be made more capable of doing their work?

It is said of that remarkable learner and teacher, the practical man as well as speculative philosopher, Agassiz, that when he visited the Adirondacks with a company of hunters, he was found to be one of the best shots among them all, though up to that time he had never fired a rifle. The training of his eye to observe minutely, and even microscopi-

cally, and the ability to keep his hand steady in such examinations and experiments as he was accustomed to, enabled him at once to excel in that sureness of sight and steadiness of nerve which are so essential to the successful marksman. He could see better than the Indian guide or the woodsman. Probably he could not interpret the signs of forest life and wood-craft as well as many, but only time was wanting to give him the power to excel in these things.

We say then that our civilized man or child only needs to give his attention to his senses in order to excel in their use. How necessary and how greatly valuable this use of the senses is, it is impossible to overstate, for the origin of all our knowledge is from these, and its accuracy depends on them in connection with a patient use of the mind; and on the fullness of our knowledge depends our power to arrange science and describe it in words.

A question preliminary is how many and what are the senses? Commonly we say five, and reckon that as a complete enumeration. But if we closely analyze all our knowledge, we shall find that much of it cannot be referred to any one of the traditional five—which Bunyan calls the "Gateways of the City of Mansoul." We certainly do not get our knowledge of thirst, or hunger, or illness, or vigor, or weariness, or repose, from any special activity of the touch, nor get our notions of weight or of the position of our bodies from this sense. All we can say of it is we feel—not touch. Hence the best observers and the most acute thinkers are certainly coming to the conclusion that we must divide what we have been accustomed to call touch, into at least three different susceptibilities:—the one, touch proper, to give notions of hardness, roughness, smoothness, and the like; another, to give ideas of weight, and, perhaps, some kindred ones; and another, to tell our own personal or bodily conditions, and possibly certain states of magnetism; and they would name these touch, muscular sense, and nervous sense. I am not now going to argue the propriety of this addition or division. For years I have been accustomed to call attention to it in my classes in Psychology, and many of the thinkers of the age are dwelling upon it. I assume that it helps to classify our



knowledge, and to explain the origin of many of our notions.

Now, I ask what do we derive from each of the Seven Senses? The question seems an easy one to answer, and it is so, as far as a few simple ideas are concerned. But, owing to what is familiarly known as transferred functions of organs, it is not so simple as at first might be thought. Sight surely gives us a knowledge of colors. Does it also give us forms or shapes? And how about distances? The shapes are known only by a movement of the eye, which is muscular, and occupies time. Both these may be too minute to demand the attention of consciousness at first, but discriminative observation will enable any one to recognize both elements, motion and time. We may, then, say that the sight gives us color originally, and shape or form and distance, as acquired perceptions. The colors, as we commonly know them, are seven primary, though color-blindness has suggested that there are really only three original ones. How little people yet know concerning colors may get an illustration from the fact that a hundred years ago such a defect of any one's eyes was unknown. We ought to give attention to this subject, and should learn more concerning tone, and tint, and shade, as well as lights and shadows, preparatory to drawing. We still neglect it sadly.

The hearing gives the varied ideas of sound, pitch, tone, quality, and what we can hardly name emotion. It has seven degrees of pitch in the register of each voice or sound, and is capable of giving us, when carefully subjected to the analysis of the judgment, an immense amount of information, of telling us more of the character and motives, the purposes and dispositions of our fellow men, than all else. And it is susceptible of a wonderful education and development. Almost half of mankind use it so little that it is hardly a hyperbole to say they are deaf to an immense amount of knowledge.

The smell is almost a neglected organ. Who exercises its functions for any other purpose than to gain an indefinite pleasure? Yet it is capable of giving us some of the most transporting delights, and implies a refinement truly exquisite. Civilization grows by its instruction. We need to learn what it

teaches as to variety of odors, and when we have learned the facts we want the names. Who can name and accurately discriminate a half dozen odors, and give them their proper names? Pope, one of the most accurate of poets as to the use of epithets, speaks of people

"Who die of a rose in aromatic pain,"

and few know that the rose is not "aromatic" at all. It is *fragrant*. So are tea, and clover; but the pink, and spices, and coffee are *aromatic*. Then there is the divine odor of the balsam and the fir, health-giving and soul-inspiring—who can name it? And how poetic might our words become if we knew enough to call its true name, *ambrosial*? Now let me call for the distinctive odor of the onion, the leek, the squills. Some druggist or his clerk might give it. But would it not be profitable to have the word, some times at least—*alliaceous*? Again, what name shall I have for the odor of musk, the goat, and some of their congeners? Musk is a specific term, while I want a general one. So if I use the word *fetid* I am not by any means making knowledge, but I am helping to classify and label it, and therefore I am making science or preparing the way for it. I also want a name for the smell of pepper, ginger, ammonia, mustard, snuff, and the like, and *pungent* tells me how it pricks the nose and causes sneezing. The henbane and decaying flesh act on the sense of smell in a peculiar way, and affect the stomach; hence they are called *nauseous*. All these odors may combine in a great variety of proportions, just as the various colors do, and in many cases it will be difficult to tell which one predominates. Hence educate.

Once more, study the flavors or the sapidity of materials. How many of these can an intelligent person name in any other way than to call them lemon, orange, coffee, or some such specific? *Sweet, sour, bitter, and salt* are common enough perhaps. But is the *alkaline* taste in use, or the *astringent* or *fiery* at all current? Yet the taste of alum and pepper are known well enough. I know that these last two are named more for their effect on the nerves, as are the last two of the odors. But they are distinct and well recognized, and when spoken of they should be accorded the right of real names, if they are to be admitted into our Christian and civilized science.

Let me hint at a mnemonic association in the knowledge which the senses give us, as I have been arranging it. I do not call this association science by any means, or truth—only a sort of shelf or pigeon-hole to store and keep knowledge or facts ready for use. Seven senses, seven primary colors, seven notes in music, seven odors named, and seven savors.

Now to go back to my starting point. Could savages recognize all these and name them, much less make any scientific use of them? Then whose senses are the most properly called acute?

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### SUGGESTIONS ON COMPOSITION.

BY A. N. RAUB.

1. See that the pupils have thoughts to express before they attempt to express them. The first essential is that the child has something to say on the subject selected before he attempts to write.

2. Have your pupils express their thoughts in correct language, and always in such words as they understand.

3. Do not insist that their language shall consist of monosyllables. Monosyllabic language may be strong, but language needs to be beautiful as well as strong. A judicious intermingling of words of various lengths is the most harmonious arrangement, as well as the most expressive.

4. Encourage pupils to read, and then to reproduce what they have read, either in newspapers or in the works of standard authors.

5. Encourage them to read the best and most classic authors, to discover, if possible, the essentials which make their style pleasing. Reading literature of a captivating style will tend to give one power to form a pleasing style of one's own.

7. Ease of expression may be acquired by constant practice, but also by copying and memorizing the productions of the elegant writers in one's own language. We naturally imitate the style of those writings with which we are most familiar, and their methods of expression to some extent model ours.

8. Give occasional exercises in transposing poetry to prose. This will require the learner

to remodel many of the sentences and express them in a different form.

9. Exercises in paraphrasing are excellent. Let the pupil take some popular proverb and write an explanation of it.

10. See that the pupils do not attempt to select subjects beyond their comprehension. Encourage them to be original by having them write only on such themes as they understand, in having them express themselves naturally, and by giving them proper praise for even their humblest efforts.

11. Encourage your pupils to correct and rewrite what they have written, and prune, until they express themselves in the best possible manner.

12. Lead your pupils to see that composition is only telling or writing what they know or think on any subject.

13. Make your composition exercises interesting by having a variety. The teacher is often able to create interest by giving a five-minute exercise; that is, by allowing the pupils five minutes to express themselves on a given subject.

14. Let your criticism be generous. Harsh criticism, particularly in the composition class, tends greatly to discourage the child and disgust him with the exercise.

15. See that the compositions of your pupils are expressions of thought, and not a mere string of meaningless sentences connected by a string of conjunctions.

16. See that their sentences are not ambiguous, and that they do not violate the rules of grammar and rhetoric.

17. Let the writing be exact. Where the wrong word is used, call their attention to it and in this way aid them in discriminating accurately the nicer shades of meaning in words.

18. Teach accurately the meaning of the various classes of sentences, and show the pupils the use of paragraphs and how they should begin.

19. Have your pupils write abstracts of stories they have read; also imaginary stories.

20. Give them practice in writing new events for the press, whether they be forwarded to an editor or not.

21. Have them write short scientific articles. This will both give them a review and train

them to think and compose with special accuracy.

22. Let them write descriptions of imaginary voyages, in which they can employ their knowledge of geography and history.

23. When the pupils in a class are not all required to write on the same theme, place a number of suitable subjects on the blackboard, and let them select from these.

24. Train them to outline or analyze the topic which they select before they begin to write on it.

25. Encourage them to think over each point in the outline carefully before they attempt to write. This will do more than anything else to lead them to think for themselves.

26. In the preparation of the more extended essays pupils should be trained to observe closely and reflect intently before giving their thoughts expression.

27. In the collection of material, pupils should read also the thoughts of others. These will arouse new thoughts in their own minds, and make their writings all the more valuable.

28. The student preparing to write should be encouraged to carry a note book, in which he should jot down such thoughts with reference to his subject as may occur to him from time to time.

29. When once the analysis of the topic has been made, the student should select only those parts which seem most important, and dwell on these, but without repetition of either thought or language.

30. Let the teacher by all means cultivate among his pupils a taste for good reading and pure literature. Let him give such culture to his pupils as will create in them a desire to read for themselves what is beautiful and interesting in the writings of others, and, having once secured this result, he need have little fear as to their success, not only in the department of language, but in every other department as well.

31. Remember that the daily exercise in written expression of thought is much more valuable than the formal semi-monthly compositions prepared for an occasion.

32. In the correction of compositions it is usually better simply to indicate the error than correct it. By this plan the pupil will be

enabled to correct most of his own errors, and when not able to do so, it will be time for the teacher to suggest the proper correction.

Some teachers prefer to indicate the sort of correction to be made, whether in spelling, capital letters, or otherwise; but in general it will be found best simply to indicate that an error has been made, and let the pupil discover it for himself.

Some of the errors may be written on the board for the class to criticize and correct. When such a plan is pursued, the teacher should never be so inconsiderate as to permit any pupil to know from whose compositions the errors have been gleaned. In general, those errors which are likely to be made by all or most of the members of the class should be placed on the board.

### TO YOUNG TEACHERS.

BY AARON GOVE.

We of the West will do well to hesitate occasionally in our progress in so-called school reforms, and, glancing about us, take breathing spells and re-collect what our own history and experience have taught. Our earnest desire for making rapid headway, the urging of our communities toward better schools, that unceasing activity and desire for novelty that characterize western people, bring forth yearly marked changes in industrial and commercial interests, and force school boards, sometimes against their judgment, to make expensive but foolish experiments.

It would seem that that part of our citizens that constitute the radicals, or reformers, or "stirrers up," or cranks, by whatever name they may be called (and I appreciate the usefulness of their turbulence), recognizing the popularity, and consequent power of the common school ideal among the inhabitants, conclude that the instrument most convenient for their use is the school house or its occupants.

Be it a ventilation fiend, several thousand dollars may be squandered in experimenting. When one has made some attempt to investigate methods of ventilation, he is tolerably certain that his conclusions embody the entire truth. I have recently learned of a four-room house, the first cost of which was \$15,000, that with the advice of the architect and con-

sent of the board, has received improvements (?) in ventilation at an expense of \$10,000. One feature of the system is an arrangement of seven valves in each room, which are to be adjusted by the teacher as circumstances require. The \$10,000 has been well expended, if pure air and warmth, and therefore health, are secured to the boys and girls; but such a result is not probable. Some old, well-tried, practical schoolmaster might have accomplished equally good results for one-tenth of the money.

While the construction of school houses is full of errors,—faults that are repeated over and over again,—the result of the mistakes does not equal the amount of real harm done by the mischievous instruction of noisy, advertising, superficial professors of the art of teaching. While the former only lightens the purses of the taxpayers, the latter causes the failure of many a bright, conscientious young teacher, stunting, if not stopping, the true advancement of scores of pupils.

The legal limitations about the professions of law, medicine, and theology, in a measure protect the people from imposters. The statutes can provide for no such protection in our profession. A limited amount of academic lore, with an unassailed reputation for morality, are all the legal requirements possible.

I send these words to young teachers, to those who for the past three or four years have been earnestly striving to do the best possible work with the precious charges temporarily in their care, in the common schools of the western Mississippi valley.

Do not accept and appropriate the many devices, short cuts, and patent methods, recommended to you through the professional press, just because some well advertised name appears as the deviser. You read about a new education, an unfortunate misnomer. There is no new education. A new combination of methods, different groupings of appliances, re-arranging of causes and sequences, are the study and practice of the profession. No more newness pertains to the work this year or last year than has appeared every year for the past quarter century.

If you are working in your school room with all the originality, personality, and genius that your studies and your ambition can

awaken, yours is a new education quite as much as the great something sometimes now written as a proper noun. By study, and observation, and experience, and contact, and conflict, and consultation one with another, teachers learn to make and not to appropriate methods. The Chinese exactness in imitation is fatal to excellent teaching. The science must precede the art, and in a certain way the art must be original.

A tendency appears amongst a peculiar school of teachers of pedagogics, and the number is temporarily increasing, to preach the ease, happiness, heavenly bliss, and contentment of the mass of the pupils in all school relations. They announce that the beautiful work of the kindergarten can and should be continued through all grades of school life. Their sermons tell of perfect schools, where all is perpetual joy, where tears and regrets do never enter, where tasks cease to be tasks, where geography is mastered by playing with mud pies, and the science of numbers appropriated with "confectionery plums." Where punishment is uncalled for, all is continual bliss. They print pretty statements, or permit others to do so, which appeal to popular prejudice and parental devotion. They talk of wrongs perpetrated upon the average pupil, and of the unreasonableness of demanding results. What wonder if, when a father sees his boy on the high road, as he is told, to eminent scholarship, and that journey made without pain, discipline, or anxiety, made because the boy loves to apply himself, what wonder if the fond parent is enthusiastic about that school.

My young friends, your little experience has already taught you that he who performs an assigned task, usually does so upon compulsion; not from love of work. In child life, as in adult life, some drudgery is necessary. Don't be discouraged at these declarations about loveliness; they are not true. The multiplication table must be learned, somewhat by force-memory, however Grube may assist.

Elementary knowledge never was and never will be coaxed or wheedled out of or into the average American school boy. Sterner discipline is necessary.

Pleasant and happy schools are the only good ones, but all this rot about leading a

pupil through the eight years of our elementary training, with only continual pleasure to him, deserves the condemnation it will receive, while its authors will soon disappear from the school platform.

Necessary mental effort cannot always be a pleasure, even though a Rosseau do the training. You must make your pupils get their lessons. It has ever been so. How? That is for your own answering, but remember that much coaxing is weakening, and will ruin your boys; it will sap dignity and manhood.

Those grand old fellows down East, who for fifty, and even sixty years, have been studying and practicing in the school room, who are still in harness, and still effective, while their pupils, men and women grown, are numbered by thousands all over the land, are much better authority for you than any novice who, for a short twenty years, has been meandering from place to place, experimenting only, and who can point to no grown class of men and women for testimony as to the effectiveness of recommended methods. You hear from these ripe, old schoolmasters seldom; they are about their Master's business, helping to make disciplined, noble men and women of a stripe and pattern that has, years ago, received the encomiums of the American people.

They are not carried off their feet by the cry of "A New Education," the apostles of which advance no new thing, nothing save that which the schoolmasters have already used or discovered.

Use, then, for reference, the oldest and best schoolmasters; listen to their teachings, and the story of their experience. Be not frightened by the cry of "fossils." They can tell you more in one letter than is contained in a volume of some of our educational literature.  
—*School Work.*

### SCRIPT OR PRINTING, WHICH?

The question as to whether primary children shall be taught script from the first, is frequently asked and variously answered. A few years ago printing was the universal rule, and in many schools it was continued up to and through the Third Reader grade. The one in which the printing was practised before

the change to script writing was made, gradually grew less, until now it is altogether omitted in many schools.

The strong tendency now is, in many of the best schools, to begin with the script at once. Good primary teachers who have tried the plan of printing for a few months, and then changing to the script, and also the plan of beginning with the script at once, are uniform in their testimony in favor of the latter method. They testify that the script form is much more easily made, and that there is little or no difficulty arising from the fact that the child is at the same time learning to recognize the printed form from the chart or primer.

Why is there a script form at all? Why not conform all writing to the printed form, and thus have but one? The answer is that the script forms are much more simple, and more easily and rapidly made, *and save time.*

What is true of grown people is true of children. Should not the simplest form be given to the child, and does it not need to economize its time? The arguments seem overwhelming in favor of script from the beginning, and script only.

In the Indianapolis schools, Supt. T̄arbell has given orders that in the "first year" all writing shall be done with slate pencils, and that the stress of the instruction shall be upon *form* of letters, little attention being given to the manner of holding the pencil. At the beginning of the "second year" the children begin to write with pen and ink, using tracing books, and the chief attention is given to "position" and the proper holding of the pen. The lead pencil is used only for drawing. By the use of the tracing book and the "form" already determined, the child can give its entire attention to the position of hand and body, and can easily be *drilled* into good habits. By discarding the use of the lead pencil for writing purposes, the difficulties of too great pressure and cramped position of fingers are largely avoided. The transition from the slate pencil to the pen is great, and the child feels that it is entering upon a new study, and is ready to cheerfully conform to all requirements.—*Indiana School Journal.*

The careful and reflecting reader lays up a perpetual feast for his old age.

## ✓ THE HIGH SCHOOL AND THE COLLEGE.

BY HERBERT J. BARTON.

In Volume IV Number IV of this journal there are two contributions bearing on the question of decreased attendance in our high schools. One by Mr. F. W. Gove, an alumnus of Dartmouth, the other by Mr. S. B. Wadsworth. Both are interesting and valuable contributions to the discussion, particularly so as the position from which the subject is viewed is, in each case, different. Mr. Gove has evidently not forgotten his Hanover training, nor has the "new education" deprived him of the idea that there is an element of drill and grind and work in anything worthy the name of education, a fact the new departure, with its manifold excellences—and they are unquestionably such—is allowing or rather encouraging us to forget. He says: "Strike at the root of the evil and boldly assert and maintain by argument the solid fact, that boys must be educated if they expect to keep apace with our fast progressing civilization."

In contrast with these positive sentiments, Mr. Wadsworth's views are quite those of a pessimist—the law of heredity in his view, for the present at least, can give us no hope. "Life does not run 'hap-hazard.' Our tastes, our inclinations, our courage, are the result of inexorable laws. We, as teachers, can do very little to change the hands of fate."

There is a melancholy about this that is well-nigh refreshing, but to the average man the evolution he prays for is too far away. The high school of the future is to be filled by evolution from the present. This is but saying that the high school of the present can not be filled. "A duck kept from the water for generations" can regain in time "the webbing between the toes," yet none of us can derive much satisfaction from the fact.

Just here the editorial chair comes to the rescue in vigorous English and asks what can we do to remedy the disease at this present, now. That duty is nearest which is the present duty. We wish to act, not lay the duty on our children. What is the purge? We have hopes that our day and generation will see it applied, and such a system evolved

as will suit well our conditions. And what is the disease? The boys to a great, and the girls to a less degree, at eighth or ninth grade, are graduating themselves from the public school. They imagine that the limit of the practical has been reached, and in this they are certainly correct. But the useful for the individual is not identical with the useful for the State. Her claims are more extensive. She demands, and rightly too, that both the economic and intellectual forces of the citizen shall be mustered to her support. Hence the high school and the college. Hence the sentiment, reasonably prevalent among the well-informed, that even the economic well-being of a State has in it the element of intelligence as well as strength and skill. To be sure there are plenty of advocates of utility and of those who never look beyond their horizon—men who have accumulated a vast stock of ignorance, who look upon a collegian as necessarily a dude, and hear of discipline with a feeling akin to hate. Such men are plenty, but the number, we believe, is growing smaller. Why should they not disappear, for what necessity do they fill in the body politic save that of a barnacle? And the only necessity in connection with a barnacle is that it be scraped off and that the place that knows it shall know it no more for ever. Once in a while some man of ability will become soured from peculiar conditions and make war on the high school and the college, but this indicates only a normal action in society. No ripple on the surface would indicate stagnation.

THE JOURNAL asks: "Can the colleges of the State establish departments in which a creditable course in English and American literature, in the natural sciences, mathematics, and kindred branches may be pursued with no requirements in Latin and Greek for admission? Is it desirable?"

For an answer we must "differentiate," as it is the style to say. First, can the classic be thrown out in the requirements for admission to colleges of the New England grade. No. Second, can these studies be discarded in preparatory work for our western State Universities? No. Third, can such a department be established as is proposed in the question in all of our colleges? I can see a

objections of weight against such a departure, and many in its favor.

It is well to here state the reason for demanding Greek and Latin for admission, even if the institution be of no higher grade than the average western college. This is intended to include many more than several of our most excellent State universities. It is well, for the ball set rolling by Mr. Adams has been helped on its way by many a man who has no appreciation of the merits of the controversy. To call Greek and Latin trash, chaff, monastic foolishness, is cheap enough, but is no evidence of brilliancy or mastery of the subject. "A jest is not an argument, nor is a loud laugh a demonstration." Men who spend four or five years on the classics are pitied with a supreme air approaching contempt, for it is so ridiculous you know. And why? Usually the best answer that can be obtained is "It takes so much time." What kind of time? In truth, when they should be fitting themselves for citizenship in a republic.

But few classical scholars advocate the study of the so-called dead languages for the sake of their literature, for that is readily obtained in translations. They advocate these studies for the reason that they believe that nothing yet found will produce such a foundation for future work. There is no such guarantee against the time to come in use, for while an advanced course in mathematics might, with some, be as beneficial, it has not been found attractive, an element to be considered in a selection.

Prof. Hofmann, the distinguished instructor in chemistry at Berlin, testifies clearly when he says: "After long and vain search, we must always come back finally to the result of centuries of experience, that the surest instrument that can be used in training the mind of youth is given us in the study of the languages, the literature, and the works of art of classical antiquity."

And says Professor Goodwin: "We have no fears that the intelligence of our scholars will lead them to any other conclusion than this, which Prof. Hofmann announces as the unanimous judgment of the philosophical faculty of the University of Berlin, after ten years' trial of a plan imposed upon them by

the minister of instruction against their most earnest protest, by which some students were admitted to the university without Greek and with an inadequate preparation in Latin. Classical study in this broad and comprehensive sense is likely to remain the foundation of literary culture; at least, we have no fear that it can be superseded by anything which has yet arisen to dispute its claims."

The opinion of those best fitted to know, quite generally substantiates these statements. It is the foundation for future scholarship that we are seeking—and the new way has not yet been found equal to the old. So say those who have studied all the languages concerning whose disciplinary powers discussion arises. Of course, the opinion of those who have not studied *all* of them is of but little weight save as he accepts competent evidence, and such evidence by rules of law is by those who have had to do with the matter in controversy.

Those who advocate the substitution of the modern languages for the ancient ones, and there are many such, ought therefore to be extremely careful that they know whereof they speak. It is not what *seems*; it is what *is*. Why is not one language as good as another? For various reasons. Briefly and without argument, no living language can furnish the discipline of a dead one; no non-inflected language can be compared with a highly inflected one; a language that confessedly never admits of a close approximation to complete mastery, and in which there must be constant sustained effort, with this knowledge always in view, must be superior as a disciplinary agent to an easily mastered living tongue. I say easily mastered, for those who have studied these four languages in question will readily affirm that the study of French and German is play compared with that of Latin and Greek. Would it were otherwise, but the nature of things forbids. What is the use of this screed against what is, from necessity. As useless as to fight against geography. I most gladly hail the educator who can construct such a disciplinary course as is demanded for a foundation for a college curriculum, out of English alone. He will be welcomed by all classical instructors, even though we are said to live in the dead past.

He will give us English for discipline, French and German for their literature, and Latin and Greek not at all. We, however, are of the opinion that he will never appear,—a Utopian in an educational Utopia.

This point is of so much importance that I wish to repeat the position taken. For a foundation for college work nothing has yet been found, or will be found, that will, in the same length of time, furnish the same degree of mental strength as a study of the classics. This is the only position friends of classical study assume. This explains the first two answers, why, in our opinion, the classics can not be dropped in the work of the fitting school; and thus much has been said because, in establishing the English course proposed, it is important to understand on what basis its scholarship rests, what we may expect from its graduates, and the honor that should attach to its degree. And lastly, the question proposed by *THE JOURNAL*. It seems to me that it is a step onward. If the high school pulls up to itself many a pupil who would otherwise stop at seventh or eighth grade, then there are good grounds to hope that the proposed collegiate course will have a beneficial effect upon the high school, in that it will cause many a one to pass on to the English college and into its doors. More students in the grammar grades, more in the high school, and then many in the low grade college; then, as the result of two or three years' work, the degree of Doctor of English, at once honorable and worthy the seeking. Who can offer objection? To be sure a good deal is more than a little, and always will be so, if six shall continue to be more than two. Doctor of English can never rank with the degree a college gives at the close of seven years' solid work, but that makes no difference. Not many can go through a college of the best American standard. By all means the majority should do the next best thing. "Do the next thing" comes down from old English as a motto for us. We shall not expect as a rule large power of discrimination as the result of the proposed course, but we can confidently look for that broadened mind that comes to those who know the mother wit of the English tongue, and her eloquence and wisdom. There need be no fear that scholar-

ship will be lowered by the proposed departure; on the contrary it will probably be raised. Many rounds in the educational ladder to accommodate all who climb, both in respect to abilities, tendencies, and finances, are a positive advantage. Most boys and girls take five or six steps up, many eight, to the high-school round, but so many only touch this with their hands—their feet are below. From the high-school round to that of the college there is a wide space. The climax is irregular. We welcome anything that will give us more education, that will put the feet higher up the ladder, and educate the boys and girls to be worthy citizens of our republic.

### OUTLINE OF A COURSE IN ARITHMETIC.

BY JAMES BALDWIN.

This work may be begun the first year of the child's school life, if thought desirable. But the author doubts the propriety of hampering a child's intellect by beginning from three to ten branches of study upon the day of his first entrance into school. The first year may be very profitably spent in learning to read, spell, and write, and in the observation of such other matters as incidentally present themselves. Most children, if they are given the opportunity, will learn to count, and will gain some knowledge of the simpler operations in numbers, intuitively and without apparent effort, just as they have learned to talk or to run. No check or hindrance should be thrown in the way of children learning as much in this way as it is possible for them to learn. I have no sympathy with that system of instruction which forbids the child saying anything this year about the number 11, because the "work" laid out in the course stops with the number 10. The child's activity and inquiry should have free course in this direction; and if he knows all that is indicated in the first few "Steps" of the outline course before you have begun to give him formal instruction, so much the better.

No special time is indicated for the completion of a "Step." Some children will do the work in one-third the time that will be required by others. Classify your school according to the mental capacities—or, in this case, the mathematical abilities—of your pupils,



then push ahead. "Step I" may mean "first year," "second year," "third year," or any other time the most proper for your class or classes of pupils.

#### STEP I.

##### THINGS NEEDED.

A variety of objects for counters, colored balls strung on wires, cubical blocks, "bricks," sticks, a foot rule for each pupil, strips of paper and pasteboard, a pint measure, a quart measure, a gallon measure, a yardstick, toy money in one cent, two-cent, and three-cent pieces.

##### THE WORK.

The work in this Step includes all possible combinations and uses of numbers from 1 to 4. But if a child should chance to ask you about the number 5, there is no law to prevent your telling him the truth about it.

##### THE NUMBER ONE.

The child who has not a correct idea of One, as a number, is not mentally qualified for membership in a public school. The teacher who spends two or three lessons in endeavoring to "develop" the idea of One, or even Two, simply offers a gratuitous insult to the intelligence of her pupils.

But you may teach them how to make the figure 1. Don't spend time trying to have the child understand the exact distinction between the figure 1 and the One; such work, persevered in, leads inevitably to mental stagnation.

Don't waste time teaching children that which they already know.

#### STEP II.

1. Let pupils name objects of which there are two of a kind in the schoolroom. Example: Two boys; two girls; I have two hands; I have two eyes.

"Make two lines on your slates; two dots; two stars; two rings."

"Clap your hands two times. Put two sticks on your desks; two blocks. Show me two balls."

2. "How many blocks have I here?" (One.) "And here?" (One.)

"Now how many have I?" (Putting them together.)

"Then one block and one block are how many?"

"One and one are how many?"

Illustrate with sticks, balls, marks, and other objects.

"I clap my hands once; I clap them again. How many times did I clap?"

"Here is one boy standing by me, and one boy standing at his desk. How many boys are there?"

3. "Write the figure 1."

"I will show you how to write the figure 2."

"Write the figure 1 two times. Write the 2 two times."

4. Teach how to write  $1+1=2$ . "It is shorter and easier than writing the same thing in words."

Let pupils make the sign  $+$  and the sign  $=$  on slates and blackboards; also with sticks.

5. Illustrate  $1+1=2$  in a variety of ways, using balls, blocks, sticks, and other objects. Also with marks, stars, and rings made on slates.

Practical examples: "I had one apple, and my mother gave me one more. How many apples had I then?"

A secret: Be sure you know when to stop this work and proceed to something more interesting.

6. To teach  $2-1=1$ .

"I have here how many balls?" (Two.)

"I take one ball away. How many are left?"

"Then two less one is how many?" (Answer: Two less one is one.)

"I will show you how to write it. Here is  $2-1=1$ . Read it. I erase it; now, you may write  $2-1=1$ , on your slates."

NOTE: It is unnecessary to spend a week "developing" the idea of the word *less*. The pupils will get the idea better than you can develop it.

Illustrate  $2-1=1$  with objects, etc.

Examples: "I had two marbles, and lost one; how many had I left?" (Answer: One marble, because two less one is one.)

"I make two marks; I rub one out. How many are left?"

Let the pupils ask themselves similar questions.

Continue such work until pupils understand exactly what is meant by  $2-1=1$ . *But stop at the right time.—Educational Weekly.*

## THOSE WANDERING BOYS.

BY R. R. R.

Among the many causes that lead these youth from the door of the public school I suggest the following:

1. Lack of early schooling. If boys are started to school at the proper age, and kept in *regular* attendance during the first few years of school life, many of the influences that tend to draw them from school work are shut out, while, at the same time, a taste for learning, a love for study, and the inspiration of conscious growth, are fortifying the judgment and will against such influences at any future period.

How common it is to find in the highest grade of a primary room a few boys whose years are much beyond the average of their classmates. This discrepancy becomes much greater in the intermediate grades, and there is scarcely a grammar room in any of our village schools that hasn't boys in the later teens whose comrades in age are finishing the high school course. Now, the fact of the matter is that these boys have been kept out, or permitted to remain out of school at odd and sundry times, for strange and divers reasons, during their first terms and years of school life. They have been gradually losing ground. By the time they reach the fifth year's work, many of them are shut out from competition with those whom they choose for playmates, and must see themselves constantly surpassed by striplings. This humiliates their pride, discourages their ambition, and creates a dislike for school, study, and books. Few boys have the moral courage to surmount these difficulties. Many succumb to them and seek more congenial employment.

On the other hand, keep a boy in school during the first six years of his school life, without irregularity or intermission, and with little or no pressure from without, and he will respond to his love for knowledge and study already implanted. It rarely occurs that the boy at the head, or even at the average of the class, willingly drops out of school. In this land of self-assertion a child's love for school is no mean factor in gaining parental consent.

If teachers would remedy this very prevalent evil, let them bring all their influence to

bear upon the matter of regular attendance in the lower grades. Receive the pupils as early as they may be sent, even though they be a year or two under school age.

2. Defective classification. This may be discussed under two heads,—in graded schools and ungraded. The great majority of our country schools are ungraded. There are many classes. The teacher's time is so dissipated that each pupil receives but little attention. Recitations are from three to twenty minutes long,—barely enough time to repeat the words of the text; no time for a thorough sifting of the lesson, for practical experiments, or fresh illustrations. Everything is dull and monotonous. No strange new beauty greets the pupil at each step of progress and discovery. There is *nothing attractive* in such a school room. A lad of spirit longs for the open air, the sunshine, the singing birds, and growing fields. You can't blame him if he would rather plow corn and see it grow, or feed cattle and see them eat. As soon as these boys attain years of reflection they see that they get but little of the teacher's time, and that their progress is in the text-book only, and unaided. Why not give themselves to something else that has more life, vigor, and growth in it? No reason in the world. A wide-awake boy will do it. A few of these boys, after leaving the country school attempt school work elsewhere, but many of these find themselves so far outstripped by those much younger whose advantages were greater, that they give up the race entirely.

In the graded schools things are quite different. The teacher's time is not so cut up; he has thirty minutes, if needed, for a recitation. If skillful, he uses the whole class to stimulate, criticise, and rouse to competition each pupil in it, while at the same time the influence of the class quickens his own energies. The lesson is turned over and over until all sides of it appear, like a ray of sunlight in a prism. All these advantages, and many more, belong to our much prided system of graded schools. And yet, as a matter of fact, there are more early withdrawals from the graded than from the ungraded schools; caused, too, by these very excellent features above mentioned.

Most of our graded schools have courses of study laid out, usually in eight, nine, or ten grades, each grade meaning a year's work. Promotions are made once a year, after examination. It appears at once that this system of classification tends to bring together pupils of widely different attainments. If the average pupil is absent three months, or even half of that time, he fits nowhere. As he can not work in the grade to which he formerly belonged, he must be returned to the next lower, where he retraces the ground already traversed. As the boy's time is worth so little in school, his parents conclude (and very reasonably too) that he may as well work at home until this lower grade overtakes him. By that time he has become interested in some other pursuit, or has secured a permanent position, and does not want to leave.

Again, the time of annual examination for promotion is always a time of great interest and anxiety for both parents and pupils. A failure at this critical time very often curtails the school days of some unfortunate pupil. A boy whose hopes are thus disappointed loses his relish for study, and if kept in school will very likely fail again the next year. But it often happens that his parents lose faith in his "turn for books" and seek a clerkship for him of small salary and great promise, or apprentice him to a trade.

It may be asked why doesn't all this apply to girls as well as boys. It does in a great measure, but not all the girls that enter the lower departments graduate by any means. The difference, however, may be found in their different kinds of work. A school girl's work at home is usually made up of odd jobs and pieces, which may be done in the morning, at noon, and at night. No time from school is lost. But in most cases a boy has no work at all, or else work of such a nature that it requires more time than the intervals of daily school sessions.

Occupations for girls are not so numerous, profitable, and tempting as those that are open to boys.

The graded school system is excellent in theory; but if we would save these unfortunate mothers' sons for the ripe fruits of it, we must do away with our procrustean bed of grades, introduce flexibility into our classifi-

cation, and allow no greater interval than three months to separate grades. A set examination for promotion is always attended with pernicious results. It excites children into a nervous flurry, stimulates unnatural effort, is not an educational force in itself, and is quite unnecessary.

### A METHOD IN DIVISION.

BY JOS. R. HARKER.

An experience of several years' teaching and supervising has impressed me with the following facts in regard to division in arithmetic:

1. That division is the most difficult subject in elementary arithmetic.
2. That the children are almost universally introduced to it by the method known as "short" division.
3. That after a year, or two years it may be, in "short" division, they are introduced to "long" division.
4. That the drill in "short" division is no aid whatever in "long" division.
5. That the children seriously object to "long" division at first, and characterize it in very unkind terms; but after struggling with it for two or more years and mastering it, they actually prefer it to the method they first learned (the "short" method), and use the "long" method even for small numbers.

Now, what can be the reason of this curious preference, after such an effort on our part to make them love the "short" plan, and so disagreeable an introduction on their part to the "long" plan?

Children are philosophers. They know a natural method as soon as they see it, and they always prefer it. They probably do not know in so many words that "Nature makes no jumps," but they prefer to make none. The children prefer to keep the long division plan after they have once learned it, because it is the easier, and allows them to move on, "taking only one step at a time." And that is a good educational principle—take only one step at a time—at least until you are well acquainted with the road.

In the Waverly public schools, a year ago, I asked Miss Turnbull, in the second primary, to try a different plan with the children. She

entered heartily into the scheme, and the results in a few weeks were extremely satisfactory to all acquainted with them. The children had previously learned no form for division, but having been taught by the Grube system, they knew the division of numbers to a certain extent. We never taught them the short division form, but gave them the long division form from the beginning. Thus: Divide 9,825 by 3.

$$\begin{array}{r} 3 \overline{) 9825} \quad ( 3275 \\ \underline{9} \phantom{000} \\ 8 \phantom{00} \\ \underline{6} \phantom{00} \\ 22 \phantom{0} \\ \underline{21} \phantom{0} \\ 15 \\ \underline{15} \\ 0 \end{array}$$

The children were taught in this way how to write the problem, to see how many times the divisor is contained in the first figure, to put the quotient on the right, to multiply, subtract, bring down another figure, and so on. For several days, perhaps two weeks, the examples were selected so as to give no other difficulty than in the above example, and the children readily and happily mastered the form and could divide readily.

We now introduced another difficulty, and taught them how to solve it, as shown in the following example:

$$\begin{array}{r} 3 \overline{) 9624} \quad ( 3208 \\ \underline{9} \phantom{000} \\ 6 \phantom{00} \\ \underline{6} \phantom{00} \\ 24 \phantom{0} \\ \underline{24} \\ 0 \end{array}$$

When he has brought down the 2, he sees that 3 is not contained in 2. Here teach him to put a cipher in the quotient, bring down the next figure, and go on. By this time we teach him also that if his remainder is larger than his divisor it shows he has made a mistake. Now go slowly. Let the child have plenty of drill on the foregoing. The average child will find no difficulty, but he should have plenty of drill. The next step is to give him a divisor of two figures, but be sure the second figure is 1. If you select your dividends, the child will not meet with any new difficulty, and will do the work the first time.

$$\begin{array}{r} \text{Thus:} \quad 31 \overline{) 8824} \quad ( 284 \\ \underline{62} \phantom{00} \\ 262 \phantom{0} \\ \underline{248} \phantom{0} \\ 144 \\ \underline{124} \\ 20 \end{array}$$

You are to impress upon him here that he must use only the 3 of the 31 in finding how often it is contained. After he finds the quotient figure, he multiplies the 31 by it, and so on. Keep him at this work a long time, carefully selecting the dividends, and keeping the second figure 1, as 21, 31, 41, 51, 61, 71, &c. Then introduce him to another difficulty, as in the following example:

$$\begin{array}{r} 31 \overline{) 8014} \quad ( 26 \\ \underline{62} \phantom{00} \\ 181 \phantom{0} \\ \underline{186} \phantom{0} \end{array}$$

Here show him that the number 186 is larger than 181 and cannot be subtracted, and then tell him that the divisor is not always contained as many times as it seems to be, and he must be on the lookout for such things and make the figure in the quotient smaller. Impress this now, by giving only problems in which this is the case, and the child soon learns it, and he has learned division. You can now gradually raise the second figure of the divisor, making it 32, 33, etc., thus multiplying the chances for this last difficulty to arise, but if the child learned what to do in the first case, it will be no difficulty at all to him now.

The plan in brief then is: Never teach the child the short division form. Introduce him to the difficulties one by one. First, the form of division, with no other difficulty. Second, the case where the divisor is not contained after bringing down the next figure. Third, that he has made a mistake if the remainder is greater than the divisor. Teach him these, with only one figure in the divisor. Introduce him to two figures in the divisor by keeping the second figure 1. Select your dividends carefully here, so that no new difficulty arises. And lastly, accustom him, in many easy examples, to the difficulty where the divisor is not contained as often as the first figure is, and show him how to see when this occurs, and what to do.

I will only add that after three months' drill, our second grade pupils could divide by such numbers as 46, 57, 64, etc., more readily than pupils of a higher grade who had had three months drill in long division on the old plan.

### ANSWERS TO QUESTIONS.

1. The name of the "American Fabius" was given to Washington because of his resemblance to the Roman general, Fabius Maximus, who conducted a campaign against Hannibal without risking a pitched battle.

2. The term "Barn Burners" was applied to a faction of the Democratic party, in the time of Jackson. They were agitators for reform and strict economy, and were compared with the Dutchman who burned his barns and granaries to get rid of the rats.

3. Hon. James G. Blaine received the title of "The Plumed Knight" from Robert G. Ingersoll, in his nominating speech in Cincinnati, in 1876. He was so called from his fancied resemblance to Henry of Navarre, to whom Macaulay refers in "The Battle of Ivry."

4. Buncombe is a county in North Carolina. The district was once represented in congress by one Felix Walter, who made a long speech on a purely local measure, when very few were present. When asked his reason for so singular a proceeding he replied, "I'm speaking for Buncombe." The expression soon became current, and when a member makes a speech in Congress simply to get it printed for home distribution, he is said to be "speaking for Buncombe."

5. The "Pillars of Hercules" are the hill of Gibraltar, and Ape's Hill on the other side of the strait. The strait was long regarded as the western boundary of the world.

6. When Hannibal was ravaging Italy, his great antagonist, Scipio, crossed into Africa and carried the war into the enemy's country. Lee "carried the war into Africa" when he invaded Pennsylvania.

7. "It is supposed that the zero was chosen (in Fahrenheit's thermometer) as marking the greatest cold which had been observed at Dantzic, and which Fahrenheit regarded as the greatest possible."—*Cook's Chemical Physics*.

8. Salt water freezes at a lower temperature than fresh. If salt be mixed with ice, the freezing point of the saline solution may be as low as  $-20^{\circ}$ . The ice in the mixture will melt. But to melt ice heat is necessary. The heat is derived from the nearest source. In the case of the making of ice cream, it comes from the freezer. Heat being withdrawn from the cream, it freezes.

9. The dark stripes on the ceiling are between the lath. Plaster is porous. The spaces between the lath soon become very much so. As the air passes through, the dust is arrested and remains on the wall.

10. The Star Spangled Banner was written by Francis Scott Key. He was detained on the British fleet during the bombardment of Fort McHenry, near Baltimore, in the war of 1812, where he was an anxious spectator of the engagement. The song was partially written under these circumstances.

11. The first telegraph line was put into practical operation between Washington and Baltimore, May 27, 1844.

12. The essential element in a telegraph instrument is a piece of soft iron. An insulated wire is wrapped around it. When a current of electricity is passed through the wire the iron becomes a magnet. The instant that the current stops it ceases to be a magnet. When a magnet it pulls the armature down; when no longer a magnet, a spring pulls the armature back to its place.

Nearly all of the boys' marbles are made at Oberstein, Germany. There are large agate quarries and mills in that neighborhood, and the refuse is used for these balls. The stone is broken into small cubes by blows of a light hammer, thrown by the shovelful into the hopper of a small mill, formed of a bedstone, having its surface grooved with concentric furrows, above which is the "runner," of hard wood, having a level face on its lower surface. The upper block is made to revolve rapidly, while water is poured upon the grooves of the bedstone where the marbles are being rounded. It takes about fifteen minutes to finish a bushel of good marbles. One mill will turn out 160,000 marbles per week.

# EXAMINATION FOR STATE CERTIFICATES. 1884.

## READING.—TIME, TWO HOURS.

[The numbers in curves show the credits given to perfect answers.]

1. (10) Name each of the simple vowel sounds in English, as, "long a," "broad o," "short e," and write a word containing it; also Webster's (or Worcester's) mark for designating each.

2. (10) Define the terms *vowel*, *cognate*, *assimilation*, *labial*, *guttural*, as applied in phonics, and give an example of each.

3. (10) Define the verbs *affect*, *effect*, *conjuré*, *conjure*, *dominate*, and *evince*, also the words *venal*, *venial*, *veracious* and *voracious*.

4. (20) Give two meanings of each of the following words, carefully indicating the pronunciation of the last five: *Sheer*, *mace*, *succeed*, *exact*, *transported*, *raven*, *slough*, *worsted*, *invalid*, *instinct*.

5. (10) What do you know, practically, of "supplementary reading" in schools? State reasons for approving the present tendency to supply such reading.

6. (10) Give the etymology and meaning of five of the following words: *Desultory*, *innocent*, *duplicity*, *cardinal*, *avocation*, *despair*, *dilapidated*.

7. By paraphrasing, or otherwise, show that you seize the meaning of each of the three selections below:

8. "His heart's his mouth:

What his breast forges, that his tongue must vent:

And, being angry, doth forget that ever

He heard the name of death." [Coriolanus.]

(12) "No man believes that many-textured knowledge and skill—as a just idea of the solar system, or the power of painting flesh, or of reading written harmonies—can come late and of a sudden; yet many will not stick at believing that happiness can come at any day and hour solely by a new disposition of events."

(10) "We please our fancy with ideal webs  
Of innovation, but our life meanwhile  
Is in the loom, where busy passion plies  
The shuttle to and fro, and gives our deeds  
The accustomed pattern."

## ARITHMETIC.—TIME, TWO HOURS.

1. (10) Define least common multiple, and state concisely how you would teach it to pupils in a grammar school.

2. (5) Divide 3744 into three parts in the proportion of  $\frac{1}{2}$ ,  $\frac{1}{3}$  and  $\frac{1}{6}$ , respectively.

3. (15) Define ratio and proportion and their terms, and show how you would teach the principles involved in them. State all the theorems resulting from these principles.

4. (10) If 52 men can dig a trench 355 feet long, 60 feet wide, and 8 feet deep in 15 days, how long will a trench be, that is 45 feet wide and 10 feet deep, which 45 men can dig in 25 days?

5. (10) A, B, C and D together own a tract of land two miles square. A owns  $\frac{1}{4}$  as many acres as B, B owns  $\frac{1}{3}$  as many acres as C, and C owns  $\frac{1}{2}$  as many as D. How many acres does each own?

6. (15) A cubic bin with square bottom holds 164,025 cubic inches. The depth is to the width as 9:5. What is the depth and what is the width of the bin?

7. (15) A, B and C form a partnership and make a gross gain of \$16,440. A invests \$5,000 for 12 months at 9 per cent. annually; B invests \$4,000 for 9 months at 8 per cent. annually; and C invests \$3,000 for 10 months at 6 per cent. annually. What is each one's share of the net gain?

8. (10) What must be the dept of a cylindrical cistern 6 feet in diameter in order that it may hold 100 barrels?

9. (10) If a school-room is 15 feet high, how many square feet of floor must it have in order that 60 pupils and the teacher may each have 300 cubic feet of air? What will be the length of the two sides, if the breadth is to the length at 2:3?

## GEOGRAPHY.—TIME, ONE HOUR.

1. By what parallels of latitude is the United States bounded? By what parallels is Illinois bounded?

2. Name the five largest cities in the United States, giving the population of each.

3. What States are separated by the Mississippi river? By the Missouri river?

4. Bound France, and give the latitude and population of its capital.

5. Name *in order* the bodies of water through which a vessel would pass in going from St. Petersburg to Calcutta.

6. Bound Italy, and describe its surface.

7. Name *in order* the northern tier of states and territories of the United States, giving the capital of each.

8. Name *in order* the countries of South America that border on the Pacific Ocean, giving the capital of each.

9. Name *in order* the countries of Asia and North America that border on the Pacific Ocean, giving the capital of each.

10. Locate and say a few words about Bremen, Moscow, Tokio, Bombay, Leadville, Damascus, Milan, Dresden, Mecca, Liverpool.

## HISTORY OF THE UNITED STATES, TIME, TWO HOURS.

1. State the epochs into which our history may be divided and give the leading event in each epoch.

2. What of the French and Indian War and its result?

3. Give a history of the Stamp Act, naming its authors and opponents, and telling why it was repealed?

4. Give an account of the battle of Lexington, date, etc.

5. Write a history of the Continental Congresses.

6. Describe the campaigns of Lord Cornwallis and the end of his career in this country.

7. For what was Major Andre executed? Give the reasons for the mode of it.

8. State the most important battle in the War of 1812. What was the principle for which the war was begun and the result?

9. State the result of the war with Mexico and what we gained by it.

10. State cause of the Rebellion. Give Grant's plan in his last campaign. Name two of his battles and his subordinate generals in them.

## CIVIL GOVERNMENT, TIME, TWO HOURS.

1. How are United States Senators elected? Representatives? What are the terms of each? What powers has the Senate that the House lacks? What kind of bills must originate only in the House?

2. Who constitute the Executive Department of the United States? State the principal duty of the President, Vice-President, and of each Cabinet officer. Name the presiding officers of the Senate and House, and state their most important duties.

3. Is it necessary to place upon tickets to be voted at Presidential elections, the names of candidates for President and Vice-President? If not, why not?

4. How many kinds of United States judges are there? Name them. What are the principal classes of cases in which the Supreme Court has jurisdiction?

5. How does the United States raise revenue for its expenses? Does it levy any direct tax upon all citizens impartially? From what source does it derive its largest revenue? Describe the Civil Service bill passed by Congress during the session of 1882-83.

## ILLINOIS.

1. When and how did town government originate in Illinois? How are towns governed in counties under township organization? What form of government has a town? Name the officers of an unorganized township.

2. How are counties not under township organization governed? How are counties under township organization governed? State the duties of the County Board with reference to the compensation of county officers, and the examination of the accounts of the county treasurer.

3. Name the departments of county government and the officers of each. Define the duties of each department, and describe their relations to each other.

4. Describe the Legislature of Illinois. How may votes be cast for representatives? What officers constitute the Executive Department? Name all the courts of the State above County Court. What jurisdiction have Appellate Courts?

5. State four of the principal duties of Governor, Auditor, Treasurer, and Superintendent of Public Instruction. What is the duty of the State Returning Board? Who constitute it?

## PHYSICAL GEOGRAPHY, TIME ONE HOUR.

1. Show clearly what determines the width of each of the five zones.

2. What coincidence is observed between the relative indentation of the coasts, and the comparative civilization of the continents? Illustrate.

3. Show, *quite fully*, how the two continents of the New World compare in structure.

4. How are mountain chains supposed to have been formed?

5. Name, *in order*, the mountains forming the line of highest elevation in the double continent of Asia-Europe.

6. Explain the formation of geysers, and name the three principal geyser regions of the world.

7. Explain the sinuosity of the course of streams through bottom lands.

8. Describe the great equatorial current of the Pacific Ocean.

9. How are rainbows formed? What gives the cloudless sky its blue tint?

10. What is the mirage, and how is it caused? Where is it most frequent, and why?

## ENGLISH GRAMMAR, TIME, TWO HOURS.

1. (4) Define *mode, tense, inflection, conjugation*.

2. (4) Explain the difference, if any, between:

"If he write me, I will answer promptly."

"If he writes me, I will answer promptly."

3. (4) What is an impersonal verb? Give examples. What is a defective verb? Give examples.

4. (16) Give the construction of the italicized words in the following:

*Metinks* I see him now.

*There* is a river the streams *whereof* shall make glad the city of God.

The secretary stood *alone*.

The grass grows *green*.

This Hebrew will turn *Christian*.

*Where* are you going to?

*Till then*, I shall expect you.

He is well spoken *of*.

5. (6) Give a rule to determine when the possessive form should be used instead of the objective with *of*; e. g. whether we shall say "the house of my father," or "my father's house;" "the roof of the house," or "the house's roof."

6. (8) Define a clause, and name all the varieties of the dependent clause, with examples.

7. (2) What parts of speech are used as connectives?

8. (6) To what part of speech do *yes* and *no* belong? Justify your statement by definition.

9. (5) When is the relative *that* preferable to *who* or *which*? Illustrate by examples.

10. (5) Should we say: "The house is building," or "The house is being built?" Reason.

11. (14) Correct or justify the following:

He seldom or ever comes here.

His course cannot but end in misery.

I lay down four principles, and give them proper explanation.

It makes good sense of itself.

This gives our language a superior advantage to most others.

He lives on the corner of Seventh and Walnut streets.

An abundance of followers were found.

12. (6) *As many as* I love, I rebuke.

*For me* to live *is Christ*, and to die *is gain*.

Construction of the italicized words in the above.

13. (20) Arrange the following in metrical form, [iambic pentameter] and capitalize and punctuate correctly.

Approach the chamber and destroy your sight with the new gorgon do not bid me speak see and then speak yourselves awake awake ring the alarum bell murder and treason banquo and donalbin malcolm awake shake off this downy sleepy deaths counterfeit and look on death itself up up and see the great dooms image malcolm banquo as from your graves rise up and walk like sprites to counterfeit this horror ring the bell.

# ILLINOIS SCHOOL JOURNAL

A MONTHLY EDUCATIONAL MAGAZINE.

PRICE, IN ADVANCE,.....\$1.50 A YEAR.  
IN CLUBS OF FIVE,.....\$1.25 "

JOHN W. COOK, AND R. R. REEDER,  
EDITORS AND PROPRIETORS.

NORMAL, ILL., SEPTEMBER, 1884.

Entered as second-class matter in the postoffice in Normal, Ill., for transmission through the mails.

To the very many friends who have given quick proof of their loving sympathy with Father Roots, in his sore bereavement, he desires to express his warmest gratitude. He has borne the shock with unexampled fortitude, and he would gladly reply to each one who has written him words of condolence, but the attempt recalls so cruelly his immeasurable loss that the task is far beyond his strength. This fact will explain the failure to respond to many whose thoughtful kindness has helped him to bear his sudden and unexpected burden of sorrow.

Notwithstanding all that has been said and written against the alphabet method of teaching reading, it is claimed that in some of the counties of Illinois four-fifths of the teachers cling with fond devotion to the time honored custom.

Reasoning, as many do, from the knowledge side only, and ignoring, as alas! very many do, the party chiefly, but unconsciously, interested in the question, they find themselves entrenched in a logical position. The line of reasoning is substantially as follows: Reading is the recognition of words. Words are made of letters. What must the child know before he can recognize words? Why, the things that words are made of, of course. Any fool can answer that question.

Again: In education, the teacher should proceed from the known to the unknown by easy stages. The smallest word, except *a*, must be of two letters; make, then, all the two-letter words possible, using each consonant as the initial, and putting with it the vowels in their order,—ba, be, bi, bo, bu. Do the same with *c*, *d*, etc. Now sing them in order to fix them in the memory. The

writer well remembers the heartiness with which the children roared, to an old melody, the following inspiring lines:

"B-a, ba; b-e, be; b-i, bi; ba, be, bi; b-o, bo, ba, be, bi, bo; b-u, bu, ba, be, bi, bo, bu."

The method is at once synthetic and analytic. It is all, except the musical idea, in the old Webster's spelling book, which is still used by a majority of the schools, we are informed, in some of the counties of the State.

The singing, however, was the happy thought of a fair young school-ma'am, who taught the young idea how to shoot, among the hills of an eastern State. She was a philosopher. We commend her method to such of our readers as are still walking in the footsteps of the ancient pedagogue. You can fix, imperishably, in the memory of the young the genealogies of the Bible if you will only sing them in. It supplies the only thing needed to make the alphabet method an unequivocal success.

The editorial in the July number of THE JOURNAL, respecting the scarcity of boys in the graduating classes of our village high schools, has provoked a considerable degree of interest in the subject. In the August number the question was asked, "Can the Colleges of the State establish departments in which a creditable English course can be pursued, with no requirements in Latin and Greek for admission?"

Prof. Barton has expressed himself upon the subject in the present number, and we hope to hear from others.

In the meantime, friends, do not forget that we have a State University. It is to be hoped that our next legislature will drop the handicapping title of Agricultural College, or even Industrial University, and re-christen the institution, the Illinois State University.

And here is the opportunity for our town and village high schools. The authorities of the institution have, for several years, been recognizing certain high schools as accredited preparatory schools. It should be the ambition of every principal to have his school on that list. Those schools that are fitting for the Eastern colleges, and that send one or two candidates a year, can, without trouble, also sustain a course that shall fit for Champaign, and can



thus stimulate ten to a fuller scholarship, where only one responds under present conditions.

But there is a lower range still. There are towns of a thousand, or even seven hundred people, that have an excellent higher department to their graded school. It doesn't reach to the "accredited" line, but it does touch the preparatory year. Hitch to that, then. Have the school look somewhere. It will have a moral effect that is not easily reckoned, to put these free public high schools into the same line with the great, free State University, even though no pupil should ever traverse the whole line. Such a consummation will soon put a thousand students into the University, and will call, with no uncertain sound, upon our legislature, for the adequate means for their instruction.

In our next number we shall endeavor to present the conditions under which schools may be put on the accredited list, and also what is required for the preparatory year.

The summer Institutes have closed, and the teachers are catching a brief breathing spell before beginning the regular school work of the year. From all sides we hear such encouraging words as the following: "Largest Institute we ever had"; "Had a glorious time,"; "Full of interest from beginning to close," etc., etc. The Institute Law has been on trial. We believe that it is the most satisfactory piece of educational legislation that has found a place upon the statute books of the State for many years. If what we have seen of its operation is any criterion, it will not be repealed. In some counties the fund accumulated under its provisions has been sufficient to employ three competent instructors for three weeks. Teachers have thus secured excellent instruction at a sum that is merely nominal. The fact that no fee was required, beyond that paid for the examination, has called in large numbers that otherwise would not have attended. Enthusiasm and numbers are not wholly inseparable, but the chances for the former are vastly better where there is a crowd.

The people also have evinced more than ordinary interest in the success of these summer schools.

In Will county, Supt. McKearnan has held his meetings in Joliet for two years. This year about three hundred and fifty were enrolled, and the very large majority were from outside the city.

These people spent two weeks at their work. Looked at simply as purchasers, their advent was interesting to the merchants and boarding house keepers. If you wish a thing to attract attention, it will lose nothing by assuming a picturesque air when viewed from a business standpoint. Far be it from us to intimate that any such considerations influenced the good people of Joliet in this instance. It is true, however, that several prominent business men expressed extreme surprise at the magnitude of the Institute, and indulged the hope that it might be regarded as a permanent arrangement.

To the citizens of Lewistown, however, must be accorded the laurel for genuine hospitality. Supt. Boyer succeeded in getting together about two hundred and fifty teachers. As the sessions drew near their close, a public spirited citizen suggested the propriety of giving the Institute a grand banquet. The proposition met with the heartiest response. On the evening of August 21, the school house yard was filled by a thousand happy people who did ample justice to the abundance of good things that loaded the long tables. At the conclusion of the feast the assembly was addressed in brief speeches by Judge Shope, of the circuit bench, Judge Boyd, and other leading citizens. These addresses were excellent, and voiced the abiding conviction of the people that the schools are the most potent factor for good in our civilization. We regret our inability to put before our readers, in full, the significant and earnest words of Judge Shope. He reminded his hearers that when offenders appear before the courts they are there for punishment, and that even the legal tribunals will be powerless without that strong moral support of the community, which is the product of popular education.

Bring teachers' meetings as near to the people as possible. Induce the clergymen, lawyers, doctors, and business men of all classes to drop in, and then, if possible, induce them to discuss educational subjects.

## BOOK TABLE.

**COURS DE LECTURE ET DE TRADUCTION.** By I. Roemer, LL.D., Professor of the French Language and Literature, in the college of the City of New York. D. Appleton & Co.

It is a well known fact, that of the many who have undertaken the study of the French language, few comparatively speaking, have mastered it. The reason for this has been perhaps that, beyond the text book used in school, there was nothing in French literature easy enough or attractive enough to induce a continuation of the study. It is not so to-day, however, for easy, and in every sense of the word, *excellent* French literature may be obtained without difficulty, and at lower rates than formerly. Among the best of the new books is Prof. Roemer's *Cours de Lecture et de Traduction*. There are two volumes of this work; the first contains fables, anecdotes, and easy, well written stories, with copious notes, explaining difficult and exceedingly annoying idiomatic constructions. The second volume contains excellent selections from the classic literature of the French language. The work is perhaps the best of the kind that has been presented to the public, and ought to be introduced into the schools where French is taught, as an admirable help to both teachers and pupils.

**POLITICS AND POLITICIANS; A Succinct History of the Politics of Illinois from 1856 to 1884, with anecdotes and incidents, and appendix from 1809 to 1856.** By D. W. Lusk, Springfield, Illinois.

This book has been examined with a great degree of interest. The material has been gathered from wide sources and is so abundant and so valuable that every teacher should have access to it. No school library in Illinois can be considered complete without it. The review by *The Peoria Journal* is so just and so accurate that we have transferred it to our columns entire.

"We have been greatly interested in reading Mr. David Lusk's 'Politics and Politicians of Illinois.' The early history of this State is too much neglected. The struggles over the canal and the story of its fight against the infant railroads the relation of the early land grants to the Illinois Central road and its effect upon the development of the State, the struggle with slavery, beginning with the black laws and culminating in the rebellion, and the conflict over the internal improvements and wild cat banks are all subjects that had much to do with establishing that solid and enduring prosperity that we now enjoy. Mr. Lusk has produced a work that every student ought to possess. His narrative is easy and flowing, and he has made good use of his material. The work contains much information concerning the early history of the commonwealth that has been heretofore locked up in State records and in works difficult to get at for the ordinary reader. The style is easy and the whole work is a valuable addition to any library. Mr. Lusk has put into it observations of thirty years, during which he has been actively engaged in the newspaper business, and has thus been brought in contact with the prominent men of both parties. There is no political bias in the work, but it is one of which any man might be proud. We are glad that he has undertaken it, for he is possessed of peculiar abilities, and the labor has been one of love on his part. A history written by an eye-witness is always of much greater value to the student than one penned in after years. What would the history of England lose if it did not possess Samuel Pepy's diary or John Evelyn's recollections to record? It is for this reason that we welcome such efforts as this of Mr. Lusk. It is not too much to say that what Blaine is doing for the whole country Mr. Lusk has done for the State of Illinois.

## THE MAGAZINES.

**POPULAR SCIENCE MONTHLY.**—Of the sixteen contributed articles, fifteen are of special interest to the teachers. Among these are *Scientific Culture*, by Prof. Josiah P. Cook; *Where and How we Remember*, by M. Allen Starr, M. D.; *The Upper Missouri River System*, by Lester F. Ward; *The Problem of Population*, by Charles Morris; and *Protection Against Lightning*. Price, \$5 a year; with *THE JOURNAL*, \$5.50, or it will be given as a premium for eight subscribers at \$1.50 each.

**THE CENTURY MAGAZINE.**—The September number is up to the usual mark. From *Coventry to Chester on Wheels*, *On the Track of Ulysses*, *The New Astronomy*, *The Foreign Element in Our Population*, the serials, the topics of the time, the *Open Letters*, the *Bric-a-Brac*, and the exquisite illustrations render this magazine the leader of its kind in this country. Price, \$4 a year, or with *THE JOURNAL* \$4.75. It will be sent as premium for seven subscribers at \$1.50 each.

**THE ATLANTIC MONTHLY.**—The *Anatomizing of William Shakespeare, IV*; *The Lakes of Upper Italy*; *The Despotism of Party*; *Wolves on the Plains of Abraham*; and *Old Salem Shops*, are some of the leading features of this number. The Atlantic has a flavor peculiarly its own. Once a reader always a reader. Price, \$4; with *THE JOURNAL* \$4.75. It will be sent as a premium for a club of six at \$1.50.

**THE ST. NICHOLAS** continues to lead the juvenile publications of the country. The September number is crowded with charming things for the young, and is scarcely less attractive to the middle-aged or old. Teachers can make the most practical use of it as a supplemental reader in their classes. Price \$3, or with *THE JOURNAL* \$3.75. It will be sent as a premium for five subscribers at \$1.50.

## PERSONAL.

J. C. Bowlby goes to Litchfield.

Charles Fordyce goes from McLean to Lena.

D. W. Reid takes the Normal public schools.

O. P. Bostwick leaves Lena for Galena.

Philip Harrison remains in Lewistown next year.

Edward R. Ristine changes from Magnolia to Varna.

R. L. Barton retires from the profession to engage in business in Decatur.

W. A. Wetzell has accepted the principalship of the Portland, Oregon, schools.

John W. Heninger, of Vandalia, succeeds Mr. Draper as principal of the Bloomington high school.

David Chaplin, of the last class from the Illinois Normal School, is elected to the principalship on the east side in El Paso.

Miss Minnie C. Jones, for eighteen years a teacher in the Canton schools, declined reflection and will not teach this year.

Michael Jess leaves Leroy, where he has been for eight years, and goes to Lexington. W. H. Chamberlin succeeds him in Leroy.

John W. Gibson has accepted the principalship of the Decatur high school. John T. Bowles takes a ward school in the same city.

On Thursday evening, August 7, Miss Sadie Furman, teacher in the Normal public schools, was married to the Rev. Robert Watt, of Fairbury.

The report reaches us that John L. Hall, of the Illinois Normal class of '83 was recently married to Miss Liggett, an undergraduate of the Normal School.

Silas Y. Gillan, of Danville, has worked in several counties this summer. He has been known for several years as an exceptionally successful instructor, but he has won, this season, new honors as a lecturer. His lecture on "Mistakes and Blunders," receives the most complimentary attention from the press.

John H. Tear, principal of the Delavan schools, and Miss Mary Gaston, last year principal of the Astoria schools, were married at the residence of the bride's parents in Normal on Thursday evening, August 14. Both are graduates of the Normal School, and are well known as unusually successful teachers. THE JOURNAL wishes them abundant prosperity. Their home is in Delavan, where Mr. Tear continues his work as principal.

The wedding of Mr. Arthur F. Treacle, of Lacon, Ill., and Miss Rachel L. Fell occurred last evening at the residence of the bride's father, Hon. J. W. Fell, in Normal. The ceremony was performed by the Rev. Wm. Tracy, of Granville, Ill., an old family friend of the groom, who for many years was in charge of the Presbyterian church at Lacon. Outside of Mr. Fell's family there were none present except Mr. Treacle's mother and brothers. A number of fine presents were given. The bride was dressed in plain white, with natural flowers, and the groom in regulation black. The ceremony occurred promptly at eight, and was followed by an elaborate supper. The groom, who is a highly respected young teacher, has an engagement in California, Missouri, having recently been appointed superintendent of the schools there, and the young people will, after a visit to relatives at Lacon, remove thither and begin their married life in their new home, followed by the best wishes of all who know them.—*Pantagraph*.

THE JOURNAL wishes the happy couple abundant happiness and prosperity.

## STATE NEWS.

### HENRY COUNTY.

Miss Mary Paddleford succeeds Prof. Comstock at Colona.

Miss Therese W. Burt, of Galva, goes to Andalusia as teacher.

H. W. Flanagan, formerly of Yates City, goes to Galva this year.

Miss Lulu Shaw, Northwestern class of '84, goes to Galva public schools.

J. R. Smith, N. W. Normal class of '83, has been elected principal of schools at Annawan.

Miss Nora Blackiston, Northwestern Normal class of '84, has been elected to a position in Oswego, Kendall county, schools.

G. J. Slutz, late principal of Annawan schools, is working this summer for the Connecticut Mutual Life Insurance Company.

The Geneseo Collegiate Institute has secured Rev. N. W. Thornton as principal. This Institute intends to prepare students for college.

The Northwestern Normal opened its sixth session, August 12, with full corps of teachers and a long list of pupils. This school is proving to be a grand success.

County Supt. E. C. Rosseter was married at Washington, D. C., June 30, to Miss Jennie Kearney, a teacher in the Kewanee schools. The best wishes of Henry county teachers attend them.

A new college building on the Northwestern Normal grounds, will be completed soon. It will be a three-story brick building, divided into eight rooms for recitation rooms, library, office, etc.

Frank Burt, last year a teacher in Galva, attends Knox College the coming year.

Cambridge will have a new principal this year. His name is — Smith, and he comes from Michigan.

Mrs. E. B. Humphreys, and son Hubert, spent vacation in Vermont. She will resume her duties in Galva schools at the opening of the September term.

One hundred teachers, from six different counties, attended the summer institute at the Northwestern Normal. Prof. A. W. Hussey, of Tiskilwa public schools, assisted in the institute, teaching geography, history, and arithmetic. He is a very popular and successful instructor.

Prof. Chas. Ford, principal of West Jackson School, Chicago, with Mrs. Ford and little Tenney, made his Henry county friends a visit during August. We are always glad to see him, for he seems to be running over with enthusiasm all the time. In ten minutes time he can make any teacher, who has become weary in well-doing, honestly believe that this life would not be worth living were it not for the privilege of being a poor school teacher. His enthusiasm is contagious.

### PUTNAM COUNTY.

The Putnam County Institute opened on Monday, August 4, and continued in session one week.

Prof. Boltwood, of Evanston, was engaged by Supt. Seaton to take charge of the institute. Penmanship was taught by Mr. Stouffer, and instruction in the new methods of primary work was given by Miss Hurwood.

Much excellent work was done, and the teachers generally expressed themselves as being much profited by the many valuable thoughts and suggestions of the week. On Thursday evening Prof. Boltwood delivered a lecture on "Good Schools, and How to Make Them," which was much enjoyed by a large audience.

### SHELBY COUNTY.

The teachers and prospective teachers attending the County Normal Drill met at the afternoon session, August 7, with vague ideas on many points, but with a dead certainty of one thing, viz: They were not to recite. A respectable number of school directors, in a situation somewhat similar, had responded to a call of the County Supt., and came straggling in, wondering what was to be done next.

Supt. Marshutz soon relieved all minds by announcing that owing to heat of weather and want of space, the crowded audience would now adjourn to the spacious court room up town. Here the Hon. Henry Raab addressed first the directors, in regard to their privileges and obligations, and after a short recess, the teachers. Not only was each discourse an intellectual treat, but it contained good instruction of a practical kind, and good results can not fail to follow. The suggestions on primary language work merit especial note, and I think good missionary work could be done by sending a printed elaboration of the plan to every teacher in the state.

The master effort of the occasion Mr. Raab gave at the Presbyterian church in the evening,—The Place and Purpose of our Public Schools.

### JOHNSON COUNTY.

The teachers of this county have just closed a splendid institute. We employ in our county seventy-five teachers, but in our institute we marshaled ninety-six workers, who were present one or more days.

Prof. W. H. Brydges, of Lockport, Ill., conducted the institute, and his work was well received, as is indicated by the following flattering resolution which was enthusiastically received from the committee, and unanimously adopted:

*Resolved*, That we extend our hearty thanks to Prof. W. H. Brydges for his untiring labor in his class work, for his interesting and instructive philosophical experi-

ments, and for his able and entertaining lecture; and that we heartily commend him as an institute worker.

State Supt., Hon. Henry Raab, spent one day with us, and lectured to our citizens at night. He made some timely suggestions, and left a favorable impression among our teachers.

Prof. G. V. Buchanan, of Mt. Carmel, gave us an interesting lecture on Thursday evening, July 31.

Prof. H. L. Arnold, of the Vienna schools, was instructor in geography. At the close of the first week he and Mrs. Arnold left for a visit to Indiana. They will visit the exposition at Louisville. Prof. I. A. J. Parker, a veteran in the school work, took Prof. Arnold's place in the institute.

The teachers at the close, decided, by a decisive vote, to have monthly meetings during the coming year, and September 20 was chosen as the time for the first meeting, and Vienna as the place. S.

#### MASON COUNTY.

Mr. A. H. Kreiling teaches near Bishop's this year.

Teachers' wages, as a rule, are better in this county this year than heretofore.

Miss Kate Paul, one of Havana's teachers, made a life contract last Thursday, to take charge of only one.

Prof. Williamson holds the reins of the Havana high school this year, with an increased salary. He has been there nine years.

Miss Kate Clark, who has had charge of the intermediate department of the Bath school the last two years, will teach the Kilbourne school this year.

Not seeing any report from our county in the JOURNAL, we desire to inform the readers of the same that the teachers of Mason county are not all sleeping, if they have been silent so long.

Our teachers' institute closed on Friday, the 22d inst., after a very pleasant session of four weeks, two weeks at Mason City and two at Havana, under the supervision of Supt. Blair and Prof. Williamson.

A. R. Harbaugh, a former Normal student, takes charge of the Manito schools this year, with Miss Druie Robison, a last year Normalite, as first assistant, and Miss Annie Heckman as second assistant.

#### CASS COUNTY.

Mr. J. F. McCulloch, of Chandlerville, will be principal of the Virginia schools next year. Prof. A. C. Butler, of Beardstown, retains his position at the same place for the next year.

The Cass County Institute was held in Virginia, at the court house. The session closed August 1. In the evening Supt. Anderson gave a reception at his residence to the teachers in attendance. It was pronounced a decided success. The work done in the institute this session is considered the most satisfactory of any for many years. Principles and methods were made a specialty, and throughout a professional spirit was exhibited on the part of the teachers. An attempt was made by the superintendent and some of the teachers, during the institute, to obtain money enough to induce Dr. Hewett to spend one week in the institute, but on account of a scarcity of funds the county failed to make the required appropriation. The effort will be made again next year.

#### ADAMS COUNTY.

Adams and Brown County Institute opened its first session under the new law at Clayton, July 14, with eighty teachers in attendance, and was increased to one hundred and fifty-three. Prof. Anderson conducted the science classes. Hon. Henry Raab delivered an emulative address, full of the fruitage of years' study and practice, which will exert a

powerful influence, priceless in its benefits to the children of the rural districts. Prof. Anderson conducted the science work in his inimitable style, and the skillful handling of the subjects in the hands of an adept has given the teachers a great impetus in preparing specimens and other practical work which will lead them and their pupils out of books into the broad field of nature to investigate for themselves. Geography, arithmetic, spelling, and other work was skillfully handled by Prof. Rosenberry. Prof. Gray, of Coatsburg, gave instruction in beginning grammar, arithmetic and history. This institute, under the able management of Supts. Lee and Jimison, will exert great influence in the two counties.

#### OGLE COUNTY.

The Ogle County Institute was in session three weeks. The number in attendance was not large, but they were among the most intelligent of our teachers. The following were the instructors: Prof. A. J. Lacy, who used the microscope in teaching zoology; Prof. M. Taylor, teaching botany, and giving special attention to the study of the plant; Supt. Sanford, philosophy, experimenting mostly in sound; Prof. Cravens, arithmetic; P. R. Walker, geography, history, and theory and art; Miss E. J. Todd, of Aurora, primary language, reading, number, and drawing. The instruction was excellent, and the teachers carry with them much enthusiasm.

#### MADISON COUNTY.

Most of our schools open the fore part of September this year.

Robert Lowry goes from Alhambra to New Douglas at an advanced salary.

Many of the school buildings of the county have had improvements added during vacation.

J. Y. Pearce takes charge of the Alhambra school, and Dr. P. Stammer of the Grantfork school.

Logan B. Fruit will call the roll at Carpenter, while Joel D. Foulon will hold the fort at Sebastopol.

There is considerable changing of places of the subordinate teachers in most of the graded schools.

J. S. Deck, a former teacher of this county, returns to take the principalship of the Upper Alton schools.

County Supt. Jas. Squire intends to devote much time this school year to visitation, and will therefore begin early.

Highland, Marine, St. Jacobs, Troy, Collinsville, Venice, Edwardsville, North Alton, Godfrey and Bethalto retain their old principals, some of them at an advanced salary.

The following former teachers change places: H. S. Deem goes to Moro, James Lane to Nameoki, James P. Bowen to Mitchell, C. S. Stahl to Dorsey, and Miss Jane Mills to Edwardsville.

The seventh annual session of the Madison County Normal Institute at Edwardsville closed August 2. It was of four weeks duration, and conducted by Profs. Jas. S. Stevenson, principal of the Clay school, St. Louis, and I. H. Brown, principal of the Edwardsville public school. It was attended by sixty-two teachers, and considered one of the most profitable normals we have ever had. The fact that the above named instructors have had charge for the fourth time speaks for itself of their popularity and aptness to understand our wants and circumstances.

County Supt. Squire manifested great interest in the progress of the normal, and was in constant attendance. Among the resolutions adopted were the following:

*Resolved*, That we appreciate the efforts of Profs. Jas. S. Stevenson and I. H. Brown, instructors of this school,

as also of Supt. Jas. Squire, to make this session the success it has evidently been.

*Resolved*, That we endorse the course pursued by County Supt. Squire in keeping up the high standard of the schools, as well as profitable new features added, and that we extend him our hearty cooperation and thanks for the many things that have been done in the past and may tend to aid the calling we represent.

*Resolved*, That the fact that eighty per cent. of the members attending this session of the normal institute have unexpired teachers' certificates is a matter worthy of special mention.

WHEREAS, Prof. I. H. Brown, one of the most esteemed members of this association, has become the author of a series of text-books known as Common School Elocution, Common School Examiner, therefore

*Resolved*, That the M. C. T. A. fully recognizing the excellence and worth of this series of books, recommends them to the attention of educators everywhere as valuable additions to our common school literature.

ARTHUR OEHLER.

#### WHITESIDE COUNTY.

W. W. Knowles leaves the school-room for the present, but will be heard from in these columns as heretofore.

Mr. Bayliss, so long a prominent figure in educational matters in the county, is associated with Mr. Newcomer in the publication of *The Standard*.

The normal institute was the largest ever held in this county, two hundred and twelve names having been enrolled. The instructors were Messrs. Bayliss, Scott, and Maxwell. Supt. Hendricks devoted his attention to the general management of affairs. Lectures were delivered by W. B. Powell, W. L. Pillsbury, M. R. Kelly, and Mary Allen West.

From Mr. Pillsbury we learn that out of the 219 teachers reported for Whiteside, only 13 had attended any school for special instruction; 22 were minors; 47 were beginners; and only 95 had taught over three years. He deprecated this condition of things, and offered some excellent reasons why the profession of teaching should be redeemed from the position of a public stepping stone to other and more lucrative employments. The importance of the work demands, when seen aright, that sufficient money shall be paid to secure and retain the best talent and skill the country affords.

At the close of Mr. Kelly's lecture the superintendent announced that W. W. Knowles had something to say. This gentleman came forward, and after a few complimentary remarks, briefly reviewing Mr. Kelly's work in connection with the schools of Whiteside county, he presented to him, in behalf of the institute, a brand new pocket-book containing twenty silver dollars, which had been contributed by one hundred teachers. This is but a slight token of the respect in which Mr. Kelly is held by the teachers of our county, and we are glad to learn that it is more than likely that he will be called henceforth to work in the lecture field, where he rightfully belongs.

The work of organization goes rapidly forward. The "new plan" is working. Arrangements are made for monthly meetings in various parts of the county. The work is to be similar in all the branches. It is to include methods and models. It is to get out of the ruts a little. For example, part of the programme for October is a study of the life and character of Oliver Cromwell. This means that teachers are to be encouraged to read a little outside of the text-books—to dust away the cobwebs and look around them. The secretary of each branch will send a report of the meeting to the superintendent, who will file it with the records. The subjects for October are: 1. Theory and practice, third days work (second year). 2. Language, first day's work. 3. Penmanship, page 36 of the syllabus. 4. Oliver Cromwell.

Resolutions were adopted thanking the county superintendent, the instructors, lecturers, and others, and declaring the normal of '84 an unqualified success in all particulars.

#### HENDERSON COUNTY.

Prof. Isman will teach the seventy at Terre Haute.

A teachers' institute is announced for Terre Haute, Aug. 28.

Prof. J. M. Akin is retained as principal of the Oquawka schools.

Prof. Derr, of Putnam, has been secured as principal of the Biggsville schools.

Prof. M. J. Green will be principal of the Gladstone schools the coming year.

Prof. Dudman, of McDonough county, will have charge of the Carman schools.

Prof. Reynolds, who has taught the Coloma school for five years, has been engaged for another year.

All the village schools in the county, excepting Oquawka, have changed their principals.

The normal institute, beginning July 28 and closing August 8, surpassed anything of the kind ever held in this county. Much praise is due the excellent instructors, Prof. Mary Hartman, of Normal, and Supt. C. F. Kimball, of Elgin, for their earnest endeavors to give the teachers the best methods of instruction and government. Supt. Kimball is a very enthusiastic teacher, and possesses the happy faculty of keeping the attention of his pupils by illustrating his subject with examples from personal experience, and an occasional anecdote. As an appreciation of the services of their instructors, the teachers, by a unanimous vote, requested that the same instructors be employed to teach the normal next year. Prof. Hartman had charge of the advanced division, and Supt. Kimball the primary. Most of the time was devoted to the "Syllabus of Work For Institutes." During the first week there were thirty-one enrolled and thirteen more the second week, making forty-four enrolled. Supt. Raab talked to the teachers on primary work Wednesday of the first week, and lectured at the C. P. Church in the evening to a full house. The lecture, to say the least, contained many practical thoughts and suggestions, and was highly spoken of by all the teachers.

The normal teachers agreed to use the "Manual and Guide" for use of village and country schools, recommended by Supt. Trainer. It was voted to take the annual examinations, and leave it discretionary with the teacher in regard to the monthly examinations. It is hoped that every teacher in the county will use the Manual and Guide, and follow out the suggestions given in it.

J. O. S. H.

#### MONTGOMERY COUNTY.

Miss Callie May will teach the school at Witt.

Hillsboro schools open September 8; Litchfield on the 15th.

There were 235 teachers employed in this county last year.

Litchfield is intending to build a third school house at an early day.

Hillsboro pays \$60 for high-school teachers, and Litchfield \$75.

Prof. Joel Bowlby has removed his family from Vandalia to Litchfield.

Mr. E. Strain, of Hillsboro, has been elected to conduct the school at Honey Bend.

Prof. T. B. Crisp, of Raymond, is the only teacher in the county holding a State certificate.

Walshville has done wisely in reflecting the same teachers, Mr. L. F. Kennedy and Miss Mary Beck.

Montgomery county teachers are interested in THE JOURNAL. Fourteen new subscribers attest this fact.

Prof. Allen has been reëngaged for the fourth year as superintendent of the Hillsboro schools, at a salary of \$125 per month.

The teachers of the Irving schools for the coming year are as follows: Mr. S. J. Cottrell, principal, Mr. Charles McKinney, Miss Mamie Sperry, and Miss Josie Newberry.

Prof. T. B. Crisp has removed from Irving to Raymond, where he has been elected principal. His assistants are Mr. W. C. Woodward, Miss Annie Zimmerman, and Miss Rea Kerr.

Prof. Thomas Charles, formerly superintendent of the Litchfield schools, was married to Miss Jennie Goodell, of Beardstown, on the fifth. The happy couple, after receiving the congratulations of friends, left for their new home in Silver City, New Mexico.

Prof. J. F. Miner has been reëlected for the second year at Nokomis, at a salary of \$100 per month. His assistant teachers are: Miss S. E. Graves, Mrs. D. F. Randle, Miss Clara Nims, Miss Emma Scaler, Miss Hattie Belnap, Miss Nellie Newcomer.

There are two graduates of the Northern Normal in this county: J. F. Miner, of Nokomis, and Miss Camilla Jenkins, of Butler. Those who have attended, but are not graduates, are: Misses Grace and Maggie Bryce, and Butler and J. F. Holt, Audubon.

Mr. Albin, who last year had charge of the Butler school, has left the profession and gone to a more remunerative occupation—he is manufacturing washing machines. He has been succeeded in Butler by J. H. Sheppy, who is assisted by Mr. Charles Lapp and Miss Maggie Bryce.

The teachers of the Hillsboro schools for the coming year are the following: Prof. A. P. Allen, superintendent; Miss Camilla Jenkins, high school; Miss Mary Winhold and Miss Maggie Harkey, grammar school; Miss Lizzie Whitehead, Miss Mamie C. Allen, and Miss Nellie Witherspoon, intermediate; Miss L. Hood, Miss Belle Middleton, and Miss Irene Ferguson, primary.

The three weeks' institute held at Hillsboro under the new law closed on Friday, August 15. The attendance reached 140, and the interest that was very marked continued until the last. Supt. Jesse C. Barrett deserves especial mention for the unusual executive ability shown in working up and carrying on the institute. The teachers of the county were well pleased, and unanimously pronounced the institute by far the best ever held in the county. The teaching was done by Prof. D. E. Hunter, of Washington, Ind., Prof. T. B. Crisp, of Raymond, and Geo. E. Ayres, of Litchfield. Three lectures were given during the institute. Prof. Hunter gave one on "The Revolutionary War in Illinois," and another on "One Vote." Both were good, and were warmly applauded. Prof. Hunter's daily talks on school management were a "feast of reason and a flow of soul." Rev. Gillmore gave a lecture on "Some Problems," that was highly pleasing to the teachers, especially to the ladies. It is very evident that the teachers of Montgomery are not behind her sister counties in enthusiasm and industry. At the close of the institute, a county teachers' association was organized, to meet regularly during the year. Each township, besides, is to be under a vice president. The officers elected were: Supt. J. C. Barrett, president; Miss Annie Zimmerman, secretary; and G. W. Ayres, treasurer. The first meeting will be held about the middle of October, at Hillsboro. It is not designed to hold it at the same place at all times. G. E. A.

#### STEPHENSON COUNTY.

Mrs. J. G. Hahn has been elected principal of the Mitchel ward school.

Mr. Althouse, from Pennsylvania, is to take charge of the school at Rock Grove.

C. R. Neff, late of Pennsylvania, will take charge of the school at McConnell's.

Prof. Chas. C. Snyder has been superintendent of the Freeport schools for thirteen years.

D. W. Bottorf is retained at the Fisher school, where he has been doing excellent work.

W. M. Burbridge of Lena, has engaged the principalship of Eleroy school for the coming year.

R. J. Stiver goes to Dakota, to succeed F. P. Fisher, as principal. Mr. Stiver is rapidly rising in the profession.

Mary Goddard, who has been attending school at Normal the past year, has been elected to succeed Prof. Ed. Weirick in the grammar department of the Lena schools.

The county superintendents in this section of the State are thoroughly alive with the progressive spirit in educational work, and we predict that their graded course of study, under the name of "School Room Guide," will meet with eminent success.

Mr. Thomas, late graduate of Heidelberg college, Tiffin, O., is engaged for the principal's position in Winslow.

Freeport will erect this year a new school building, with eight departments and a large high-school room, at a cost of not less than \$25,000.

Miss J. C. Snyder, an efficient primary teacher, has left the public school, to open a kindergarten school in the city. May she receive hearty support in this noble enterprise.

Language and rhetoricals will receive special attention in our schools the coming year, the latter in the grammar and high-school grades, under the immediate direction of Supt. Snyder.

Mrs. M. J. Helm and Miss J. R. Aurand have received promotions to higher grade of work.

Miss J. A. Judson, of one of our grammar schools, is obliged to leave the profession on account of continued ill-health. She will be succeeded by Miss Ella K. Briggs, who is a graduate of the State Normal.

J. L. Wright has left the teaching profession, and, in partnership with C. F. Kleckner, has purchased a book store in Freeport, and will continue to "disperse knowledge." Both are graduates of the State Normal. Mr. Kleckner has served as county superintendent and county clerk in Stephenson.

We were delighted to meet our friend, Prof. Geo. E. Knepper, of Peoria, who spent a day visiting his old friends of Lena. Prof. Knepper held the position of principal of the schools of this place for two years, and did such thorough and efficient work in the cause of education, both as school superintendent and an institute instructor, that our county is still reaping the fruits of his labors.

The Stephenson County Institute opened August 11, with an enrollment of 150, which gradually increased each day, till at the close of the two weeks it reached the number of 182. Supt. Krape had made excellent arrangements in all things necessary for a successful institute, not forgetful of the fact that the small things, as well as the great, deserve careful attention. Within an hour after the institute opened the organization was effected, and the instructors were in the presence of their respective classes, presenting their first day's work of the syllabus. Prof. S. Y. Gillan, of Danville, took charge of the botany, reading, geography, and one class in dictionary work. Prof. F. T. Oldt, of Lanark, had philosophy, arithmetic, language, and one class in dictionary. O. P. Bostwick took charge of physiology and natural history, and was institute editor of the *Lena Evening Star*. Besides the class work indicated above, a general session was held each afternoon, in which Prof. Oldt presented civil government and odds and

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1. For one subscription at \$1.50, Mr. Wm. Hawley Smith's charming story, "The Evolution of 'Dodd,'" price 50 cents.

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2. For two subscriptions at \$1.50, "The Teacher's Examiner," price \$1.50; "Parker's Talks on Teaching," price \$1.00; or "Spencer's Education," price \$1.25.

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3. For two subscriptions at \$1.50, and 25 cents extra, "Baldwin's Art of School Management," price \$1.50, or "Johannot's Principles and Practice," price \$1.50.

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4. For three subscriptions at \$1.50, any one of "The Zig-Zag Journeys," or "The Bodley Family," or The Young Folks' History, "Our Boys in India," "Drifting Round the World," or five copies of "The Week's Current," a weekly newspaper for schools, for five months.

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ends; Prof. Gillan discussed theory and practice and methods of teaching United States history.

This was the largest institute ever held in Stephenson county, and it is perhaps safe to say that it was the most thoroughly imbued with the true professional spirit. One of the characteristic features of the work in the common branches was the prominence given to methods of instruction. Prof. Gillan awakened unusual interest in geography, and proved especially efficient in the teaching of reading by the thought-arousing method. Prof. Oldt gave good satisfaction in all his work, creating more than ordinary interest in arithmetic, in which he gave many original tables and methods for drill work in primary classes. Mr. Bostwick presented zoology by the objective method, having the animal before the class. Personal observation, under the guidance of the instructor, was made, and from it the animal was described and classified.

Besides the regular institute work, we were favored with three evening lectures. The first was given by Prof. Gillan, on the subject "Mistakes and Blunders," which was replete with happy hits and forceful logic. The next by Prof. H. L. Boltwood, of Evanston, on the practical thesis, "Good Schools, and how to make them," in which a clear and thorough discussion was given upon all the vital questions connected with the duties of directors, teachers, and parents. The last lecture was given by Prof. Oldt, on the "Problem of Our Country Schools," wherein he showed the needs of betterment in our country schools, and advocated the fitness of the graded system, under the direction of the county superintendent, to meet the demand. Supt. Krape answered all questions on school law asked by the teachers, and made many practical suggestions in the general session work on the moral qualifications of the teacher. Copies of the School Room Guide were given to every teacher, and the superintendent gave special instructions and directions as to its use. This system of grading the country schools is meeting with a hearty reception by the teachers and school patrons of our county.

The Stephenson County Institute of '84 will be remembered with great pleasure by teachers and instructors, on account of the active interest manifested, thorough work done, and the agreeable acquaintances formed.

SCRIPTOR.

#### CUMBERLAND COUNTY.

The normal school at Toledo, under the management of Supt. Miller, assisted by Prof. G. W. Monroe, of Neoga, terminated a successful session of five weeks on the 15th, at which time an examination for certificates was held. As proof that our teachers are not less interested in how to teach than in how to get a certificate, nearly all remained one week to attend the first institute under the new law. Quite a number of other teachers from Cumberland and adjoining counties also came in. More interest was manifested in methods of teaching and in educational books and journals than is usually shown. The institute was conducted by Prof. G. W. Monroe, who was ably assisted by Prof. R. R. Reeder, of Normal. Mr. Reeder is an untiring worker, and left with the good will of all in the institute. Messrs. J. A. Clemens and H. B. Davis also aided to make the institute a success.

#### PERRY COUNTY.

John G. McMein is teaching near Tamaroa.

The changes in teachers this year have been very few.

Prof. John B. Ward is in charge of DuQuoin another year.

Sydney L. John is principal of St. John, and will have two assistants.

Hon. B. G. Roots is principal at Tamaroa for the ensuing year, with five assistants.

Prof. H. M. Anderson, of Clayton, is present and is in charge of the science classes. The Pinckneyville

Democrat says: "Prof. H. M. Anderson came in last week, and in a very lively manner began his work of infusing vim and enthusiasm into the entire institute, and he is now a favorite with every one present."

The annual institute began a four weeks session Aug. 4. Never in the history of Perry county has the attendance been so flattering. About eighty per cent. of the actual teachers are in attendance, and are working with the most untiring energy and enthusiasm. Supt. R. B. Anderson is fast proving to be the right man to supervise the educational interests of Perry county. The country school, composed of children from the town, is a strong point in favor of his ability. Here teachers are taken, by sections, to observe methods and to do the actual teaching of children.

#### OREGON TRAINING SCHOOL.

The fifth annual reunion of the Oregon training school students was held at Mr. Wells' pleasant grounds Aug. 15, 1884. The meeting was called to order by the president, Miss Cora Carpenter, of Rockford. S. G. Macon was elected secretary, *pro tem*. Minutes of the previous reunion were read and approved. Miss Zetta Burbank, of Polo, was elected president for the ensuing year. The following was the program of exercises: Instrumental music, Myrtie Wells, Oregon; Address, "The Influence of Gifted Women," Cora Carpenter, Rockford; Vocal duet, Mr. and Mrs. Bowles, Metropolis; Declamation, "Comparison of the Characters of Washington and Marlborough," Robert Bell, Englewood; Instrumental duet, Harry and Myrtie Wells, Oregon; Essay, "Our School Days," Zetta Burbank, Polo; Music "Sweet By-and-By," by the school. At the conclusion of the song, several brilliant variations of the same were played by Myrtie Wells. Miss Carpenter's address was an eloquent presentation of the influence wielded by women in the world's history, politics, science and art, and was received with much applause. After a few pleasant remarks by Mr. Wells, dinner was announced. The occasion was enlivened by a few witty and brilliant remarks from Mr. Michener, of Orion, on the subject of "State Certificates." In the afternoon there was a pleasant excursion to Ganymede Spring, and nearly to Byron on the steamer and barge. At a late hour they dispersed to their respective homes, hoping for many more happy reunions in the years to come. S. G. M.

#### JEFFERSON COUNTY.

Fifty-six teachers attended Prof. Barnhart's reviewing school during the past vacation.

The Jefferson County Teachers' Association meets on the last Saturday of each month, beginning with October and closing with May, making eight meetings yearly.

Harry Cornelius is principal at Opdyke, G. W. Garrison at Belle Rive, G. W. Tyke, at Woodlawn. Mrs. T. J. Williams at Spring Garden, and Miss Jennie Croeno at Winfield.

The teachers elect for the coming school year at Mt. Vernon are as follows: W. C. Barnhart, superintendent, Mr. H. P. Leavenworth, high school, Mrs. Alice A. Barnhart, eighth grade, Miss Lizzie Graham, seventh grade, Miss Jennie Merritt, sixth grade, Miss Dolly Carpenter, fifth grade, Mrs. Rachael Pace fourth grade, Miss Minnie Green, fourth grade, Miss Minnie Maddux, third grade, Miss Genie Pace, second grade, Miss Viola Sturgis, first grade, Miss Mary Gowenlock, infant class.

The first annual institute under the new law was held in this county in August, with over one hundred teachers in attendance. Prof. John Hull, of Southern Normal University, Prof. M. D. L. Haynie, of Northern Normal University, and Prof. W. C. Barnhart, superintendent of city schools of Mt. Vernon were the instructors. Prof. Hull delivered an evening lecture at the court house, which was well received. State Supt. Raab rendered valuable assistance for a half day, and on the following evening delivered his lecture on "The



True Position and Dignity of the Public School." The galleries as well as all other available places in the vast court room were packed with people. Never before in Jefferson county was such an audience assembled to listen to an educational lecture. It is sufficient to say for Prof. Raab that he did his audience as well as his subject justice.

During the institute a respectable list of new subscribers for THE JOURNAL was secured and forwarded by Mr. F. G. Blair, one of our most intelligent teachers. At the close of the institute County Supt. Williams held an examination, at which seventy-two applicants presented themselves for second grade certificates, and twenty-three for first grade. This was the largest class ever examined in this county. Truly there is a prospect of Jefferson county's "coming out of Egypt." B.

#### MACOUPIN COUNTY.

It is intended to locate the Normal in Girard next year. W. D. Donahue, a teacher from Plainview, has gone to Ireland to visit.

Will W. Ernest has returned from the Normal at Valparaiso, Indiana.

The schools of Bunker Hill, Virden and Staunton will open September 15.

Arthur Donahue will teach the Plainview school during the coming year.

W. M. Evans, of the Girard schools, took the State examination in Springfield.

Mr. H. J. Shultz, of Shipman, has been engaged to teach the school at Miles' Station.

W. T. Ayres, formerly a teacher in this county, will teach next year in Greencastle, Indiana.

Miss Katie Richmond has again been elected to assist in crowded departments in the Bunker Hill schools.

Mr. Will Baxter, of Shipman, and Mattie Wager, of Godfrey, have charge of the Piassa schools for the coming year.

Miss Jessie Crawford graduated from Jones' Commercial College, St. Louis, this summer. She will teach near her home at Gillespie.

Mr. H. L. Deer, for many years an active teacher in the county, has quit the business, and is preaching for the Baptist denomination.

Mr. J. O. Kennedy, of New Douglas, has been elected first assistant in the Staunton schools, in place of J. S. Thompson, who resigned.

Miss Allie Houston, who taught so acceptably in Staunton last year, was reelected for next year, but resigned to accept a position in the public schools of Gainesville, Texas.

The teachers attending the Normal at Girard, gave very valuable assistance at two destructive fires that occurred in the town during the progress of the school. Profs. Pike and Murphy did themselves great credit.

The Normal at Girard closed after five weeks of good work. The attendance reached 65. Profs. Pike and Murphy, of Jerseyville, have had control in this county for two years to the entire satisfaction of the teachers. At the close of the Institute there were 20 applicants for first grade certificates, and 30 for second grade. G. E. A.

#### WINNEBAGO COUNTY.

The Winnebago County Institute closed August 22, with an interest and enthusiasm on the part of the teachers which had increased rather than abated through the extremely hot weather. Profs. J. W. Gibson, Geo. Selby, and Miss Swan were the instructors. The W. C. T. U. was given opportunity to present the subject of temperance as a study in the public schools. Dr. Goodwin, of Rockford, showed, by charts, the injurious effects of alcohol on the system. A county association was or-

ganized. The county course of study received the attention its importance demands, and its introduction into the rural schools will, without doubt, receive the support of the teachers and school boards. The 121 teachers of this county who attended this year's institute will certainly commence the new school year with increased confidence and ardor.

The township spelling and reading contests occurred August 16 in the several townships. The final contests when a \$35 watch and \$12 silver water pitcher will be awarded to best reader and best speller in county, will be held during the fair. Two township contests will be held hereafter, instead of one, one during the winter term and one before the fair.

The examinations for State Certificates were held August 19-22. There were nine candidates present at Chicago; sixteen at Dixon; five at Bushnell; ten at Normal; nine at Springfield, and two each at Paris and Centralia—fifty-three in all, which is a larger number than has been examined in one year before since 1876.

Of the fifty-three, seven came to complete the examination, having made the required average at some former examination, and forty-six to take the whole work. Certificates were awarded to Charles A. Cook, Jefferson; Newell D. Gilbert, Utica; C. W. Minard, Crete; Camilla Jenkins, Butler; Imogene S. Webster, Viola; Edward Shannon, Payson; Mary E. Cogdale, Petersburg; John T. Bowles, Decatur; J. M. Humer, Danville; Stephen G. Mason, Oregon; Joseph F. Lyon, Buda; Nels F. Anderson, Henry; M. Emma Biggs, Normal; Austin C. Rishel, Paxton; Lyon Karr, Heyworth; G. Anna Raymond, Decatur; Emily A. Hayward, Springfield; A. J. Morris, Easton; S. F. Harker, Du Quoin—nineteen in all. Sixteen of these took the whole work. Eleven more made the average required,—seventy-five—and so got credit for all branches in which they did not fall below the minimum.

#### PUBLISHERS' NOTES.

"Our School" series of report cards and exposition chart. The best and cheapest arrangement out for systematic reports. Teachers wishing samples and prices will address W. W. KNOWLES, Sterling, Ill.

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How many of our readers are aware of the fact that A. H. Andrews & Co. are the largest manufacturers in the world of school furniture? Have you noticed their "ad." on p. VI? Have you tried their Dustless Erasers? Have you seen their Lunar Tellurian Globe? Are you going to have new desks this year? Yes? Well, then, you must see the Triumph, with folding lid.

The Brockway Teachers' Agency advertised in our columns refers to Supt. Howland, of Chicago, Prof. Phelps, Winona, Minn., Adj. Gen. Elliot, Springfield, and others. This agency furnishes a very convenient means of communication between teachers and employers.

#### ITALIAN BEES.

I keep for sale, constantly, pure Italians, at \$8 per colony. If five or more colonies are ordered at one time, the price will be \$7.50 each. I have a few colonies of hybrids at \$6 each. I also offer colonies with imported queens at \$13.

Bees by the pound, from May 1 to 20, \$1.50; from May 20 to June 10, \$1.25; after that \$1. Queens, hives, smokers, sections, foundations, etc., at reasonable prices.

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Read the "ad" of G. W. & A. Barker, and then make a list of all the new and second-hand books that you wish to dispose of, and write them for an offer.

The Teachers' Training School and School for Individual Instruction, of Oregon, Illinois, E. L. Wells, principal, prepares young people for business, for other schools, and helps teachers in methods and to obtain county and state certificates. The school has no vacations, and all studies are optional. Students enter at any time and stay as long as they please. Teachers can there spend their vacations in the most practical drill-work. Graduates of high and normal schools, county superintendents, principals and assistants of towns and cities in all parts of Illinois, and some from other states have been members of the school. Send for circular and catalogue.

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Teachers of geography are sure to find many questions with short answers a useful and amusing exercise. The GEOGRAPHICAL HAND-BOOK gives to the teacher one thousand five hundred questions, already prepared, with answers,—300 on United States, 250 on Europe, 150 on mathematical geography, and other subjects in proportion. It would interest you to see how many questions out of 50 or 100 your class would answer. Try the questions. They will give your class a lively review, and cost you ONLY 35 CENTS. For sale by J. A. Woodburn, Bloomington, Indiana. See advertisement.

The North-Western Normal, located at Geneseo, Ill.; was organized and is conducted by Professors Cook and Stevens, assisted by a corps of ten teachers. The school is in session fifty weeks each year. Departments of Science, Literature, Mathematics, History, Languages, Bookkeeping, Stenography, Music, Art, and Photography are regularly sustained. Expenses are reduced to as low a figure as possible, and accommodations are good. A large three-story building is now being erected to meet the increasing demands for more room. German, Latin, Bookkeeping, and Penmanship are taught without extra charge. Hundreds of successful teachers have been prepared for their work by Messrs. Cook and Stevens, and a saving of time and money is guaranteed. Send for catalogue.

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Has established a Branch Office in the East at Allentown, Penn., under the management of Prof. A. R. Horne, editor and publisher of *The National Educator*. Applicants may send two application forms, and will receive the advantages of being registered in both offices without extra charge.

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*The "Evolution of 'Dodd,'" price 50 cents, as a premium for one subscriber to The Journal at \$1.50.*

#### CHEAP NIAGARA FALLS EXCURSION.

The Lake Erie and Western railroad will run a cheap excursion to Cleveland, Buffalo and Niagara Falls, on Wednesday, September 10. Fare for round trip \$7.00. The excursion train will leave Bloomington at 3:05 a. m., arriving at the Falls the next morning at 7 o'clock. Returning it will leave Niagara Falls the morning of September 12, at 9 o'clock a. m., stopping at Lake View cemetery three hours, giving all an opportunity of visiting the grave of President Garfield and view the principal parts of the City of Cleveland. Tickets good returning on excursion train or any regular passenger train on the Nickelplate and L. E. & W. railways until Tuesday, September 16, inclusive. Pullman sleepers will be attached in which berths may be obtained at reasonable rates. For further information see agents along the line. To secure sleeping car berths, address W. P. Howell, Fostoria, Ohio.

#### LOCAL NOTES.

Send to us for Dr. Hewett's "Pedagogy," Prof. Cook's "Methods of Arithmetic," Mrs. Haynie's "Grammar," Metcalf and DeGarmo's "Dictionary Work," or any book you wish, and in any quantity. Prices low. Try us.

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Maxwell & Co. have removed to Chicago, but they left their old store behind them, and R. C. Rogers & Co., their successors, can fill any order for goods in their line. If you want a book that your dealers can't supply, write Rogers & Co., and get it by an early mail. Students, drop in and see the opportunity for bargains. North Side Court-House Square, Bloomington.

# ILLINOIS SCHOOL JOURNAL.

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WHOLE No. 42.

## **SOME CHANGES THAT ARE NEEDED IN OUR SCHOOL LAW.**

BY WM. GESFORD.

First, instead of having six school funds, there should be but two,—County and State. The smaller organizations should have no power to levy taxes for schools, and all moneys raised for the respective school districts in the county should be raised and controlled by the county as such.

As it now is the voters of each school district are left to say how much money shall be expended for school purposes, outside of the other funds, which amount to but little. This renders our district schools a sort of compromise between a public and private school.

It might be all very well, however, if all districts were both able and willing to keep open a school a reasonable number of months during the year. But this is not the case. In some districts the voters, or land holders, are not willing to be taxed for the support of a school for a greater length of time than that actually required by law, and in other districts they are financially cramped, and it is somewhat of a struggle for them even to fulfill the law. If each county would conduct its schools as a county, and after ascertaining the amount necessary for the support of the schools during the year, raise that amount on the taxable property in the county, each district might then maintain a good school throughout the year, irrespective of its wealth or poverty, or the whims and caprices of its voters.

Our law, in many respects, stops too soon. It should enter the school room and furnish it with all necessary apparatus, such as maps,

globes, an unabridged dictionary, dissected cards and charts, and above all a library of useful books. There should be set aside a certain per cent. each year of all moneys raised for school purposes, to be expended in instructive and interesting books. By this means every school room would possess a growing library, which in time would supplant, with choice selections of literature, the cheap, trashy stuff now to be found in the hands of so many young people.

"There is no one thing," says Horace Mann, "that will contribute more to intelligent reading than a well selected school library." Sweet tells us that there ought to be a library in every school, and in it several sets of Readers to supplement those in the hands of the pupils.

When children have read through their books, the new ones will excite a fresh interest. Besides, the intelligent child will extract most of the information worth any thing from an ordinary class-book in less than sixty days.

Superintendent Harrington says: "I do not hesitate to declare my convictions that if half the time were devoted to reading *solely for the sake of reading*, if books were put into the scholar's hands while under wise directions, divested of every shadow of association with text-book work, to be perused with interest and delight, inspired by their attractive contents,—choice volumes of history, biography, travels, poetry, fiction,—there would be a more profitable disposal of public funds than there is in many a school room now."

Next in importance is the subject of text-books. As we now find the school law, the

directors are to enforce uniformity in text-books in the district under their charge; but this duty they do not and will not attend to. Furthermore, a great many are not capable of attending to the business of selecting suitable books.

In some districts they have not changed their text-books in the last sixteen years, and doubtless they were an old edition when they adopted them. And again, there are schools that have numerous series. The county or the State should take the matter in hand and make them uniform throughout.

Another weak place in our law is the failure to lay down a course of study. There should be a course of study prescribed by law, and the county superintendent should be obliged to enforce it. If the State should attempt to adopt a uniform series of text-books, the naming of a course of study would follow as a natural consequence. This ought to be done as a means of economy in both money and time—a saving of money to the itinerant parent, and a saving of time to the teacher.

This subject has its bearing more particularly on the country schools, and its importance is seen when we consider that more than half the children in the State get their education in the country schools.

The next step which the State ought to take, but I believe no state has yet taken, is a step that would remove the legal barriers which prevent teaching from becoming a profession. Outside a few universities, there cannot, properly, be said to be a profession of teaching. But since modern investigation has been carried on in the sciences of physiology, biology, and sociology, the opinion is steadily gaining ground, in our educational centers, that education is based upon scientific principles, and that there ought to be a profession of teaching.

We need some good, wholesome legislation on the subject; some legislation that will educate the people up to the belief that it is a farce to reappoint and reexamine our teachers every year. Before any teacher is fit to occupy any position in our schools, he should have a thorough knowledge of the principles underlying his profession, and when he has demonstrated his ability to teach he should have a life diploma, and should hold his position during good behavior.

### LESSONS IN MUSIC FOR PRIMARY SCHOOLS.

No book is necessary, yet a suitable book will save a vast amount of time after the pupils have reached a certain degree of advancement.

Any teacher who can sing the diatonic scale can teach the children to read music, and it can be done in much less time than is generally supposed. Six or eight minutes a day, persistently followed, will enable pupils that pass from the primary grade to read simple melodies in one key at sight.

#### LESSON I.

*Teacher*—"Children, see what I do."

The teacher then counts "one, two," "one, two," "one, two," and asks, "What have I done?" She finally gets the statement, "You counted 'one, two,' three times."

*Teacher*—"You may do the same." "Now count 'one, two,' twice." "Now three times." "Now four times."

Continue this exercise until the children can do it accurately.

*Teacher*—"You may call 'one, two,' a *measure*. Count three measures," etc.

Call upon individual pupils for exercises, the same as in any other recitation.

#### LESSON II.

Review the preceding lesson. The attention of the children having been secured, the teacher counts three measures, giving more stress to *one* than to *two*. The children are asked to tell what they observed, and the statement is finally obtained, "You spoke *one* louder than *two*."

*Teacher*—"You may do the same, counting three measures." Continue the exercise until it is mastered.

*Teacher*—"This greater force that is given to *one* is called *accent*."

It is not necessary to attempt elaborate definitions of terms. All that is necessary is that the children shall understand what the teacher means when the term is used.

#### LESSON III.

Review the preceding lessons.

*Teacher*—"Children, count four measures carefully, and see what I do while you are counting."

The teacher then moves the hand downward as the children say *one*, and upward as they say *two*. She secures from them a simple statement of the fact, and then drills them in the exercise, insisting that the motion shall be slight, but accurate.

*Teacher*—"This motion of the hand is called *beating time*. You may now count and beat four measures."

Continue the exercise until it is mastered. Permit no careless "beating." See that the positions are good, and that the hand is not permitted to strike the desk. Do not forget accent.

#### LESSON IV.

Review the last lesson.

*Teacher*—"Children, you may beat four measures without counting, noticing carefully what I do."

The teacher then sings *la* with each motion of the children's hands, being especially careful of the accent. After the children have described the act, they imitate the teacher, singing the number of measures directed, and continuing the exercise until it is fairly mastered. Keep up the individual work.

#### LESSON V.

Spend a few minutes in review before taking up the advance lesson.

Have the pupils sing measures by dictation. Have them sing as many measures as there are windows in the room, or books in the hand, or panels in the door. Lead by such devices to the utility of symbols. Draw several pairs of short vertical lines on the board, and separate the pairs by longer lines. Have them sing as many measures as there are groups of short lines. Name the groups of short lines *measures*, and call the longer lines *bars*. Double the bars at the beginning and close.

Continue the exercise until the pupils are familiar with it.

#### LESSON VI.

Convert the short lines of the preceding exercise into quarter notes, and give the name.

Have the children beat three measures without counting, while the teacher sings *la* to each beat in the first two measures, but prolongs it through both beats of the last measure.

If the children cannot describe the act, repeat it until they see that the last *la* is twice as long as the others. Have them do the same thing. Have them sing four measures putting the "long *la*" in the first and last, then in the second and third, etc. Keep them beating time, but do not do it for them. Do not sing with them. Follow the individual work in every exercise, to secure independence.

#### LESSON VII.

Write many exercises on the board, using the quarter notes. Now make a half note, give its name, tell the children to sing a "long *la*" wherever it occurs in any measure, and drill on many exercises in concert and individual work.

#### LESSON VIII.

Have the pupils beat three measures, observing what the teacher does. She sings the first *la* of each measure on one of the scale, and the second on two. The children will describe it by saying that the second *la* is higher than the first. Have them imitate the exercise. Then write several measures with quarter notes, placing the second note of each measure higher than the first, and have the children sing. Vary the exercise, using half notes.

Have the children shut their eyes. The teacher may then erase one of the notes in each measure, and let the children tell which is left. They will soon discover the necessity of distinguishing the notes if only one is written. Draw a short horizontal line through the lower one, and tell the children that the note with the line through it calls for the first tone, and that the note just above the short line calls for the second *la* or tone. In a similar manner introduce three of the scale, and represent it by a note with a long horizontal line through it. Give the children many exercises. They may now be taught that the first tone is called *one*, and sung *do*; that the second is called *two*, and sung *re*, etc.

Some excellent teachers object to the use of the syllables *do*, *re*, etc, preferring to introduce the letters *c*, *d*, etc. The writer has found the syllables somewhat preferable.

Words may now be introduced, and careful training on articulation, accent, expression, etc., systematically followed. The remaining lines of the staff and tones of the scale can be introduced after the manner indicated above.

**AN OLD WANT NEWLY SUPPLIED.**

BY MRS. HATTIE LINN NORTH.

The training school for nurses attached to Cook County Hospital has been in existence only a little over two years, but has already given proof of ability to supply a long-felt, pressing demand. A commodious home for nurses has been erected during the past year within a block of the hospital. The corps of medical lecturers is composed of both allopathists and homœopathists, who, as we all know, are working together in quite tolerable harmony at the Cook County Hospital. The course of lectures embraces the following subjects: Anatomy, physiology, materia medica, therapeutics, obstetrics, and surgery. The time of training is two years, a good common school education only being required previous to admission to the training school. An examination is held at the close of each year; the preliminary one, conducted by the internes, house physician, and surgeon; the final one by a board of examiners, whose names are appended to the diplomas. These physicians are not connected with the training school, so that each examination is conducted on its merits. The high standing in the examinations through which the graduates have passed shows that they go to their work well prepared; and from the patients in the hospital and from the physicians in charge are heard only words of praise for the efficient manner in which all of the graver duties of the nurse are discharged, as well as for her helpful and cheerful influence.

During the past year the school has been able to send out some of the undergraduates, whose services were not required in the wards of the hospital, to serve private patients; and they also have given entire satisfaction wherever they have served. The superintendent is in constant receipt of letters which show in what estimation the trained nurses are held by those who have employed them. A physician (Dr. Fenger) writes that Miss Blank has performed her services as a nurse in such a case to his perfect satisfaction, and that he is willing to trust her in the most critical cases of surgery. A grateful parent writes of the nursing his daughter received: "The nurse's efficiency is wonderful, and her adaptability

to all circumstances, and readiness to assist in every way, gave us great comfort in this trouble. I cannot praise her too highly, for she lacked no good quality to be desired."

Candidates for admission are received into the school for one month on probation. The most acceptable age is from twenty-one to thirty-five years. They are required to be of good moral character, and in sound health. During the month of probation the pupils are boarded and lodged at the expense of the school. Those who prove satisfactory are accepted as pupil nurses, and serve for the first year as assistants in the wards of the hospital. During the second year they act as nurses in the hospital, or are sent to private cases. The pay for the first year is eight dollars per month; for the second year, twelve dollars a month. This for personal expenses, it being considered that the education given is a full equivalent for their services.

The regulation dress is of blue and white seersucker, simply made, white apron and cap, and linen collar and cuffs; and as they are scrupulously clean, the effect is extremely pretty in the wards of the hospital. In cases of sickness among the nurses themselves, they are cared for gratuitously.

The instruction, which is given in a practical manner at the bedside of the patients, includes the dressing of wounds, etc., the application of fomentations, etc., the management of mechanical appliances for certain diseases, the best method of friction to the body, the management of helpless patients, as making their beds, moving, changing, giving baths in beds, etc.; bandaging; the preparation, cooking and serving of delicacies for the sick; also instruction in the best methods of supplying fresh air, warming and ventilating sick rooms, the care of rooms in keeping everything perfectly clean, making accurate observations and reports to the physicians of the state of the patient, pulse, appetite, temperature, effect of diet or of medicines, etc.

When the nurse is graduated she is at liberty to choose her own field of labor, whether in hospitals, in private families, or in district nursing among the poor. One of these graduates is serving as district nurse on the west side, and is doing a noble work. The wage

realized for private nursing are from fifteen to twenty dollars per week.

Here is opened, it seems to me, just the right field for hundreds of women. Comparing the occupation of nurse with that of physician, much may be said in favor of the former as to its convenience for women. Instance the liability of being obliged to go about at night unattended. As to the demand, every family into which sickness has come has felt the need of a trained nurse. Members of the family, however loving and tender, are often ignorant of the first principles of proper nursing, and their very love may prove a hindrance by engendering anxiety, and how reluctantly have we called in friends at such a time, or accepted their kind offers of assistance, knowing what a tax it is upon their time and strength. *Professional* nurses there have been, to be sure, but how few of them trained, in any proper sense of the word. Incompetent and unobliging, too many of them have well earned the name of Sairey Gamp. What a powerful ally a faithful, efficient nurse would be to any physician! And how many cases are lost, not through any fault of the physician, but from lack of careful nursing.

It is proposed to make this school here in the city a bureau of reference, to which any one could send in time of sickness, and be furnished with an intelligent and well trained woman, abundantly able to take responsible charge of any invalid or sick-room. For there a record could be kept of all graduates, their names, addresses, and various degrees of merit; also the peculiar fitness of some for special branches of professional nursing.

As a final word, I wish to say that I have been proud of my sex when I have seen those snow-capped angels of mercy going from cot to cot in the wards of the hospital, and doing their work so neatly, so quietly, so bravely, and so efficiently.—*The Union Signal*.

Paper lumber is the newest invention. It is made of the pulp of wheat, rye, and oats straw, and other vegetable fibers. They are combined with chemical ingredients, and produce an article that is said to compare favorably with the best wood. It is susceptible of the finest polish, and will take any tint or color.

## AN OPEN LETTER.

II.

*My Dear Friend:*

If you possess the artist spirit to which I alluded in my last letter, you have asked yourself many times, "How can I, in my inexperience, avoid at least some of the most serious errors that have characterized the work of teachers in the past?" I answer, you can hardly expect to avoid them unless you know what they are. Neither can you expect to recognize error without a just appreciation of what a correct method really is. How can you discriminate between methods, and decide as to what is good and what is bad? Some principle must be the court before which you will bring all methods for a judgment upon their merits. Where shall I seek that principle? you ask. Well, let us see. You are to be a teacher of children. The work of the teacher is the *education* of the young. What is education? The correct answer to this question is the starting point. All modern authorities are in substantial agreement in defining it as a development of the faculties rather than an informing or filling process. Every step, however, in any true development is attended by the acquisition of knowledge. To what has been said, add this additional thought—the end of education is the formation of habit. Your work, then, is chiefly the development of the faculties of the child, the furnishing of certain information, and the formation of certain habits.

The law of growth is activity. "There is only one way of developing any human power, viz: By wise use, or self-activity." The child must use his faculties if they are to grow. You are to put him at work, and to direct his efforts. You are to see that he does work, and that he works along the right lines.

There are two ways of inducing pupils to work. One may be called the unnatural method, and the other the natural. Under the first I should class the whole system of rewards and punishments—the get-this-lesson-and-I'll-give-you-a-chromo method, and the get-your-lesson-or-I-will-hurt-you method. Under the second I should class all of those methods that are founded upon the child's fondness for doing. Nor am I now intimating that children

should never be required to perform a distasteful task. In the discussion of general principles, exceptions may be ignored.

The public are gradually coming to a more philosophical view of the functions of the teacher. The meaning of the word *education* is widening year by year. Motive, so long ignored, is becoming a prime consideration. The time was when "How much does he know?" was the most important question, and the teacher's success with the child was measured by the answer. That question is still in order, but it is ranked by another—"What habits is he forming?" The difference between the two is world-wide, when the formation of character is under consideration. Activity, or use of the faculties, is the desideratum. That treatment that secures the most happy spontaneity must be accounted best, because its product is the most intense and most healthful action.

These general statements being accepted, you turn to the child and study him. You find him possessed by an absorbing desire to do. Action is the prime necessity of his nature. The blood is dropping the materials of the growing body into place, and nature seems to require a constant motion in order to shake them into position.

It was accounted the proper thing a few years ago to put this little bunch of restlessness at work upon the thing of all things that he least enjoyed—the memorizing of unmeaning words. He was held at this delectable business until he had been forced by one device or another, much against his inclinations generally, to acquire a certain amount of knowledge, whose utility would become apparent at a later stage of his growth. It too frequently happened, however, that habits of indifference were formed, and a genuine repugnance to schools and books was engendered that handicapped the pupil in all of his subsequent career.

What should be done? You desire to teach the child how to read. Ability to read implies the recognition of certain arbitrary signs that are used as the expression of thought. The physical organ first involved is the eye, which must acquire the ability to recognize the symbol at a glance. He must *remember* the word. We remember that which interests us

or which we have become familiar with by frequent contact. Suppose we say that attention and repetition are involved in memorizing. These acts are complementary, each diminishing as the other increases. Chain the attention and few repetitions are needed. If the attention is feeble and spasmodic, the complementary act must be correspondingly increased. This accounts for the fact that pupils sometimes spent from three to six months in learning their letters. There was nothing in the exercise that found a response in the child's nature, hence some artificial stimulus was needed to secure attention, and the pupil went over the dull task of repeating his letters until they were worn into his memory.

Why not utilize the child's fondness for doing? Expose him to a slate and a pencil, and he will use them without a suggestion from his teacher. The imitative or creative desire amounts almost to a passion with him. One of his own words, whose meaning is as clear to him as to his teacher, is put before him. It claims his attention because of its familiarity as a spoken word. His desire to do will lead him to cheerful obedience when asked to copy the word on his slate, or find it wherever it occurs on the chart, or pick it out of the pile of words in the card box. Moreover, there is perhaps no other way of becoming familiar with the forms of words that can compare with writing them, hence the thing that you most desire to have him do is the very thing that he is willing to do.

Let me conclude this letter by suggesting that no teacher should permit the pupils to "print."

1. The script is more easily made.
2. The printing work interferes with subsequent script work, as the pupil must break some of the habits formed in printing.
3. The printed word so nearly resembles the script word that the transition is made without trouble.

More anon.

A FELLOW TEACHER.

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Genius is supposed to be a power of producing excellences which are out of the reach of art, a power which no precepts can teach and which no industry can acquire.—*Sir Joshua Reynolds.*



## RECESS OR NO RECESS.

REPORT TO THE NATIONAL COUNCIL OF EDUCATION,  
AT MADISON.

[Prepared by J. H. Hoose, Ph. D., in behalf of the Committee on "Hygiene in Education." The Committee consisted of J. L. Pickard, Iowa; J. H. Hoose, N. Y.; E. A. Singer, Pa.; A. G. Boyden, Mass.]

The practice of dispensing with recess during the daily sessions of school is increasing. Its advocates claim: (a) It conserves health by preventing exposure; (b) it tends to refinement by removing the opportunities for rude and boisterous play; (c) it takes away the opportunity for association with the vicious, and consequent corruption of morals; (d) it relieves teachers of a disagreeable duty, and lightens their labors.

Considering these claims in their order, we observe—

(a) Exposure to the inclemency of the weather—to rain, snow, wind, severe heat or cold—is occasional and less than that which is incurred in going to and from school, and even this is, in the economy of nature, often invigorating. On the other hand, there is an exposure constant and always harmful—to the poison of a vitiated atmosphere, for "the greatest sanitary want everywhere is ventilation;" to the inactivity of the yet immature organs of excretion (a danger increased in intensity by the sedentary habit of the school room, which causes a feverish condition of the abdominal and pelvic cavities of the body); to an abnormal growth induced by mismanagement during youth, which means disease and intense suffering during adult life.

It must be remembered that two-thirds of the children of our public schools are yet under twelve years of age. Their entrance into school is often without due preparation for the confinement of the session. Parents have been neglectful. Teachers must supplement this lack of instruction at home in regard to the importance of regular attention to the wants of nature." The recess suggests the remedy. Teachers may enforce it.

As is well suggested by a writer in *Popular Science Monthly* for November, 1883:

"Indoor life has already too strong attractions. Out-of-door exercise should be sought with avidity by every child."

Deprivation of sunlight is a serious matter. Voluntary muscles need exercise, and a series

of experiments shows that out-of-door exercise quickens the pulsations by 13.4 per minute, while in-door exercise gives only an increase of 3 per minute, and quiet sitting will bring them 3.8 below normal.

The tendency among Americans is to infirmity of those portions of the system that are situated in and about the pelvic cavity of the trunk. These are the parts that are most intimately concerned in the matter of recess. No mistake should be made here in the school management. Pupils should be placed in the way of opportunities so that they need not suffer danger because of embarrassments arising from the necessities of asking for opportunities.

Dr. Bell, in *Sanitarium* for December, 1875, uses these effective words:

"If a child of originally healthy constitution be subjected for a sufficient length of time to an atmosphere surcharged with carbonic acid; if it be deprived of light; if it be restrained in physical exercise necessary for the development of its organs; if the 'wants of nature' be neglected; if, above all, the want of supervision, which renders these conditions common to school rooms, be extended to a negligence of the virtues of children, what else can we expect but a generation of dwarfs—a stunted progeny?"

Dr. W. S. Robertson, President of the State Board of Health of Iowa, writes in response to my request for an opinion:

"Our school system is much at fault as regards primary scholars. Too long hours, too close confinement, too many studies, imperfect distribution of light, and an almost entire absence of ventilation. \* \* \* Little children should not be kept in school more than an hour at a time."

No better authority can be cited than Dr. J. S. Jewell, of Chicago, and his entire letter is given, for he stands among the first of his profession, especially in his knowledge of nervous diseases:

*My Dear Sir:*—Your courteous note of inquiry in relation to the probable effects on the health of pupils by the abolition of recesses and confinement of children for two and a half hours at a session, has been received. The subject is one to which I have given special attention, and upon which I am now preparing matter for publication. I have no doubt but that the proposed change of abolishing recesses and lengthening hours of confinement is one every way to be deprecated

from the standpoint of the bodily health of the pupils. I am prepared to make this clear to any one, I think. But I cannot discuss the subject within the limits of a note such as you have requested. I am sorry the circumstances of the case do not permit me to state the grounds of my opinion fully. But my opinion, as expressed, has not been hastily adopted, and I have no fear it will be controverted successfully. I am glad to learn you are discussing this important subject. Thanking you for your courtesy, I beg to subscribe myself,

Most sincerely yours,

J. S. JEWELL.

Dr. W. D. Middleton, Professor of Physiology in the University of Iowa, writes:

"My ideas have changed much since my own children have begun attending the public schools, and I find that however much I am inclined to democracy, I fear the schools present it in too large doses for such young stomachs. The recess is an opportunity for the dose of democracy—also of fresh air. Of the two evils I guess the democracy is the least, so fancy the recess should stand. My idea would be something like this: Until our school buildings are perfect in the matter of providing pure air, two or two and a half hours is too long to expose little children to the noxious substances found in breathed-over air, for two reasons—that their demands for oxygen are intense compared with the adult standard, and their capacities for absorption of all noxious substances are correspondingly large."

Dr. J. Berrien Lindsley, of Nashville, Tenn., has given this subject much thought, and has made an admirable compilation of authorities in a Report of 1879 of Nashville Board of Health.

Commissioner Eaton has twice called up the matter in his excellent Reports for 1873 and 1875. In neither of these last named reports is the subject of recesses especially discussed, but the vital importance of abundant fresh air is forcibly presented, and the fact cited of universal neglect of ventilation of school rooms. Occasional exposure to inclement weather is far less to be dreaded in the pure air than is the constant exposure in poorly ventilated school rooms.

If doors and windows be thrown open during in-door exercises, exposure is greater than when children go out-of-doors properly protected by their wrappings, which they do not think of putting on in-doors, and in addition they lose the vivifying effect of abundant sun-

light and pure air. Even with windows and doors open, the air of the school room is not changed while the little laboratories of carbonic acid remain in quickened activity within the room.

(b) What is called rude and boisterous play on the school grounds is only rehearsals of the exercises practiced mornings, evenings, and Saturdays on other grounds, with the advantage on the side of the school recesses in the teacher's supervision. *Physical exercises* demand the conscious expenditure of volitional energy, in that they are acts defined by precise limitations; they are never spontaneous activities; they are characterized by purpose; this purpose weights down the physical act with drafts that tend to exhaust physical and volitional strength. *Athletics*, in which championship is the motive, train the individual to perform successfully his part in an organized contest, where the individual is subordinated to the organization. These exercises develop only those portions of the physical system that are called into exercise by the nature of the game, and by the part which the individual has to sustain during its continuance.

*Gymnastics* are exercises in squads or groups; their effectiveness depends upon numbers; they subordinate the individual to the group; they do not propose the harmonious development of the individual so much as the power of the group; these two cultivate only special organs and powers.

*Calisthenics* propose rhythmical movement; they subordinate the individual to the class; they cultivate the body of each without reference to condition or special needs.

Each class of physical exercises has its own characteristic effect upon the mind. Athletics develop perseverance, courage, and power to adapt one's self to emergencies, as seen in Greece, Rome, and England. Gymnastics develop endurance, faith in one's powers, faith in powers of groups, as witnessed in Germany. Calisthenics, as practised in Sweden and France, develop taste in the grace of movement, but not the sterner and more robust traits of character. America has adopted the three without attaining prestige in any. Educators may raise with great force the question, whether any of these classes of

exercises can be substituted in school rooms for those spontaneous exercises of the school yard. This question becomes more important when we reflect that for the school room only one of the three classes named is practicable, and that one the least fitted to restore energy of pupils; it is a source of expenditure of volitional power, and does not cultivate equally with play mental traits and aptitude of courage, of ready adaptation to emergencies, or self-reliance. Until we have some well devised system of exercises under the direction of a physician who prescribes the kind and degree of exercise suited to each person, as is in vogue in the Hemenway Gymnasium at Harvard, also in Lehigh and in Boston Universities, educators may well hesitate to substitute the restraints of calisthenics for the freedom and spontaneity of life on the play ground.

(c) Youthful corruption is far more likely to result from personal influence in secret. Moral evils spread among pupils by written and printed documents, or by conversation; both forms of evil covet seclusion. Pupils can spread moral contamination with no effect during school hours when teachers supervise in person the play grounds; but permit two or three at a time to pass from under the eye of their teacher and their fellows, and needed restraints are removed. It is true that to the play ground will be traced bursts of passion, differences of opinion, accidents, and the strong influences of public opinion of the pupils. All these forces are positive among children; they are the primitive embryonic forms of that society in which adult life moves. A child that would become a man in society must be inured by practice and experience to the forces into which his adult life will throw him. The patience, forbearance, courtesy, and good nature which characterized the immense throng at the Centennial in 1876, will ever stand as a high tribute to the training which the children in America receive in their association in schools and upon the play ground.

(d) Teachers are not entitled to relief at the expense of their pupils; they are not endowed by nature or by law with the sovereign right of eminent domain, the right to appropriate any territory, physical, mental, or moral, at their own good pleasure; they must serve such

purposes as society assigns to them. Ease and hardship are not weighty points in the problem, when they are set over against the character of the product demanded. If the no-recess plan insures as good a product as the recess plan does, the teacher is entitled to relief—otherwise not.

For reasons given above, your committee is fully convinced that neither the physical nor the moral well-being of the child is subserved by the policy of longer and continued sessions without an out-door recess.—*N. E. Journal of Education.*

### A TRIP TO EGYPT AND THE PYRAMIDS.

BY E. L. WELLS.

#### I.

One morning in March, 1878, a small party of tourists left London for Egypt and Palestine.

All of the arrangements for travel had been left to the firm of H. Gaze & Son, 142 Strand, London, and all that the several members of the party had to do was to pay a specified amount of money for the round trip, and to get as much enjoyment and benefit from it as possible.

In the evening the gentlemen reached Paris, where I was stopping at the time. I made arrangements to go with them, and the next morning we took a train for Marseilles.

This journey across France is a delightful one:—Over beautiful lands, cultivated in strips, looking like innumerable gardens; along the grassy banks of swift-running rivers, with many a busy mill; over the streams on iron bridges; through tunnels; by picturesque villages, with fine parks of trees and flowers, lawns and shrubbery; by and through tens of thousands of acres of vines, on terraced hill-sides and in the valleys; with snow-capped mountains in the distance; with cathedrals and castles here and there on hill and mountain top, their spires, turrets, and towers standing as sentinels over the valleys below; everywhere something new, something beautiful, something to make one forget the long, and otherwise tiresome journey, he is taking.

#### ON THE MEDITERRANEAN.

We spent a forenoon in Marseilles, and then left the city on the French steamer, *Arethuse*.

A dozen different nationalities were represented among our passengers. Upon deck were strange looking beings scattered about in every available place, several of whom were Arabs in quaint costume. One of them, an old person, wrapped in an enormous hood and cloak, chinked in an opening by one of the smoke-stacks, being the cause of this daily conundrum: "Is it a man or a woman?" and which remained unanswered to the end of the voyage.

On deck were large piles of fuel made of coal-dust and coal-tar pressed into blocks, and there were coops of guinea fowls and of chickens, cages of rabbits, and pens of pigs and sheep.

At first we had a smooth sea, but toward evening it became rough and quite troublesome to passengers with undecided stomachs. A lingering, on-the-fence sort of stomach is worse than a volcanic one, that is active at the first of the voyage and quiet the rest of the time.

At our five o'clock dinner, a fat gentleman at my side called for his second plate of soup, and I thought he surely must be an old traveler, when suddenly he had a call to heave the anchor (or something else) overboard, and we did not see him again at table for several days.

Opposite me sat a corpulent priest in his black cap and gown. I thought he certainly has not that capacious stomach to be agitated by trifles, but before the second course was finished, he, too, had left to meditate on the transitoriness of all earthly happiness.

Even Leopold, who was *en route* with us to Naples, showed by actions which speak more truthfully than words, that sea-sickness has no respect for princes.

But there was one near me,—a swarthy, red-fezzed, baggy-trowsered Turk, Arab, or Egyptian, I knew not which, who was as undisturbed as a statue buried in the lava of Herculaneum. He worked at the table long and well, and had you seen him, you would have thought he had taken the contract to clear the ship of provisions before its arrival at Alexandria.

The fuel on deck made the ship top-heavy, and it rocked like a cradle as the sea grew rougher. Most of the passengers had a sorry night of it.

Our course had to be changed in the night, and instead of going between Corsica and Sardinia we found ourselves in the morning making for the north end of Corsica.

This island and Elba were seen during the day, which was a rainy one, and found almost every passenger sick and in bed, if he had a bed, for the poor fellows on deck crouched around the smoke-stacks and into chinks and corners as much as possible, trying to keep dry and warm. This night was a terrible one. One of the clergymen of our party said his prayers as he thought for the last time.

After this we had a smoother sea, and on the fifth day from Marseilles we passed Stromboli, Scylla, Charybdis, and Mt. Etna. The smoke of Stromboli rested upon it, as if one cone were placed upon the frustum of another.

Scylla, said in heathen mythology to have been a beautiful nymph, transformed into a roaring and voracious sea-monster by the jealousy of Circe, is a high rock on the coast of Italy. On its summit is a castle, and on each side a sandy bay. Two huge rocks extending into the sea are called the Dogs.

Charybdis, off the coast of Sicily and opposite Scylla, is probably caused by the meeting of several currents, and is sometimes so powerful as to place the undecked boats of the country in considerable danger, yet by no means so formidable as represented by the ancients.

Etna, the greatest volcano in Europe, was white with snow for one-half its height, while at its foot, and all along the shores of Italy and Sicily, were hills and valleys, beautiful with vines and gardens, and groves of lemons, figs, and oranges.

The remainder of the time of the Mediterranean voyage was spent quite monotonously. We had beautiful mornings, sky, and sea. The sun shone very warm, and an awning was spread over the deck during the day. In the evening we had beautiful sunsets, and at night there was much pleasure in watching the phosphorescence of the water and the bright constellations of the heavens.

#### ARRIVAL AT ALEXANDRIA.

On the eighth day from Marseilles we saw a long, low line of the sand coast of Africa, with here and there a hillock, a clump of palm

trees, an Arab village, or the white walls and dome of a saint's tomb.

Then we caught sight of Pompey's Pillar, and the light-house, and soon after we thought we saw a forest, but it proved to be the many masts of the shipping in the harbor.

Where the light-house now stands was once one of the Seven Wonders of the World, the Pharos of Alexandria, erected by Ptolemy Philadelphus, 300 years before Christ. That massive tower was a square building of white marble, and the fires continually burning upon its top could be seen, it is said, a hundred miles at sea.

The following inscription was placed upon the tower:—"King Ptolemy, to the Savior Gods, for the use of those who travel by sea". Sostratus, the architect, wishing the glory of such a work, cut his own name in the stones, covered it with mortar, and in this softer material he cut the name of Ptolemy.

In time, the mortar scaled off, Ptolemy's name disappeared, and the inscription read:—"Sostratus of Cnidos, the son of Dexiphanes, to the Savior Gods, for the use of those who travel by sea."

The voracious passenger, of whom I have written, we found to be an Alexandrian pilot, who had, some three weeks before, taken a ship out from the harbor, and the sea being so rough that he could not return in his pilot-boat, he had to go in the ship to Marseilles. Now, on his return, he took charge of our ship to guide it into port.

The entrance to the harbor is crooked and difficult, and vessels cannot enter it by night. Had we been fifteen minutes later, we should have staid outside until morning.

A magnificent looking ship in the harbor, we were told by the pilot, in his broken English, belonged to the Khedive, and within it had trimmings of gold, silver, and diamonds.

Our ship, at anchor, was immediately surrounded by a swarm of boats, and in a few moments the swarthy, turbaned, long-loose-robed Arabs, and half-clad negroes, black as night, thronged the deck, and woe to any timid passenger, alone and unused to the customs of such a landing place, for he would be seized by half-a-dozen at once, each uttering an unintelligible jargon of sounds, and endeavoring to drag him into his boat. Each

article of his baggage would be seized by others, and at best his position would be very awkward and unpleasant. But our conductor had traveled through Egypt a score of times, and by him we were relieved of all of the vexations of the solitary tourist.

Our baggage and ourselves were all very soon in a large open boat of four rowers, and in a few minutes more we were on shore, showing our passports and having our baggage examined in the custom-house, after which, in carriages we passed through the gates into the city, and along its narrow streets to our hotel, each frequently crying, "See this!" "Look at that!" "How strange!" "I never dreamed of anything like this!" and other such expressions.

### THE BASIS OF COLLEGIATE STUDY.

BY PROF. C. M. MOSS.

These objections to any immediate change in the basis of collegiate instruction suggest themselves. They are supplementary to those mentioned by Prof. Barton, in the last JOURNAL.

1. Natural Science can hardly be taken for that basis, because:—

a. It is too wide a series of subjects.

b. They are in a chaotic state at present,—facts not sufficiently verified; nomenclature largely unsettled; basis of many of them is conjecture and hypothesis merely.

c. In the nature of the case they can never be complete, and fixed within definite boundaries.

d. *No two advocates agree on which of them are essential to an education and best for it*, and they are too many to include all in any course of study. Professor Forbes would not omit Zoölogy on any account. Professor Underwood places Botany first. A third friend, a distinguished Canadian, makes Mineralogy the *summum bonum* of scientific exertions, and follows it by Physics as next best. Dr. Winchell rests his confidence on Geology and Paleontology; Dr. Martin on Physiology; Dr. Ramsay on Chemistry, etc., etc.

e. In the nature of the case no texts for study or reference can maintain an accepted position as authority for any length of time.

2. English, French, and German, cannot be made that basis, for—

a. Students *will not* apply themselves to that which they can so easily prepare for a recitation upon—at least none will whom we have met in fifteen years, in district and secondary schools and colleges, East and West. We have seen it tried. Please do not add that “you mean nothing easy has education in it.” You are mistaken in doing so. Prof. James, whose observation has been tolerably wide, avers the same. Both wish it were not so. The fact remains that human nature is quintessentially lazy, and will take a short cut most of the time, regardless of results.

b. If this were not so, there are neither texts nor teachers for the work. Perhaps because it *is* so there are not.

Have we gone so daft that we have utterly forgotten that education is a task, is a growth, that schooling is merely a discipline not cranio-encyclopaedia making, that that is practical which is elevating, ennobling, expanding? As Froude says, if this age is to stake its reputation on steam engines and money getting, on its rejection of what ages have proven good in education, morals, society, to gain what is merely “practical,” the dreariest farce in history will have been acted, and men will see it in that light when impartial minds shall, a few hundred years from now, sit in judgment on what we have done.

#### A BOY'S FIRST LETTER FROM COLLEGE.

A boy having spent his first day at an old college, the classes not yet having been organized, writes to his home of his impressions as follows:

“In my room I have a table, lounge, book-shelf, two chairs, and a carpet; in the bed room, a bed, stand, chair, and wash bowl that we have to lay on one side to make it hold water—it's cracked.

I called on the president, and was kindly presented with a permit to pay my bills to the treasurer; he also gave me a code of laws which, on reading, one would think this country was an absolute monarchy and the faculty the monarch. According to these rules, any of the faculty has complete power over the liberty and property, and almost the life of the student; the power to search a student, or his

rooms and trunks at any time. They may compel or prohibit in or out of college hours.

I saw Prof. ——— this morning. He seems to be a nice old chump. He asked me to call and see him often. I like the boys here—what I have seen of them. Those I know, so far, are mostly medics. The college boys are now coming in fast. All the upper classes have canes and smoke. Everybody smokes. I never saw such a crowd. So far as I have observed, this is the only bad habit, as a whole. Individually, the upper classes treat me first-rate, but as a fresh, they begin to show their deviltry to us already. I hope our class will be large, so that we can get away with the sophs in the football game and cane rush, both of which, I am told, are inevitable.

Board is \$3 a week, washing 50 cents, wood and coal \$6 and \$7 per ton and cord.

To-morrow the opening exercises take place after which I will write of my first day at college.

#### TEN GREAT NOVELS.

Here are ten novels that cover a wide range of history in the social development of man, as well as stand high in the literature of nations.

1. *Ivanhoe*; Sir Walter Scott. England Mediaeval times.
2. *The Last Days of Pompeii*; Edward Bulwer. Social life in the days of the Roman Empire.
3. *Jane Eyre*; Charlotte Bronte. An analytic description of English home life.
4. *Pickwick*; Charles Dickens. The country life, manners, and eccentricities of the English people.
5. *Vanity Fair*; William M. Thackeray. Analytic of English manners and character.
6. *Les Miserables*; Victor Hugo. French life in the lower ranks.
7. *Don Quixote*; Cervantes. Spanish life in the 16th Century.
8. *Consuelo*; George Sand. The aspiration for reform in the social and political life of Europe.
9. *Adam Bede*; George Eliot. Human life tried by great standards.
10. *The Egyptian Princes*; Ebers. The ancient life of Egypt and the Far East.—*Un-*

# EXAMINATION FOR STATE CERTIFICATES. 1884.

## NATURAL PHILOSOPHY.—Time, one hour.

1. Name the three states of matter. Give example of a substance in each. State relations of molecular attraction and repulsion in each.
2. Give diagrams of composition and resolution of forces.
3. Give laws of lever with application to steelyard and balance.
4. State laws of falling bodies.
5. Give diagram of hydraulic press. Show relation of power and load.
6. Upon what do pitch and intensity of sound depend? Give two ways of raising the pitch of a vibrating string.
7. Explain the compound microscope. Give colors of the spectrum in order.
8. Explain the action of salt and ice as a freezing mixture.
9. Describe the frictional electric machine.
10. How is a magnetic needle deflected by a voltaic current? How should a voltaic battery be connected for intensity.

## ZOOLOGY.—Time, one hour.

1. Give an outline of procedure for the dissection of any animal.
2. Describe in detail any sense-organ of any invertebrate, excepting only the eyes of insects.
3. Compare the respiratory apparatus and action of a common fish with that of a crawfish.
4. Describe and explain the circulation of the blood in any invertebrate.
5. Name all the mouth-parts of any insect, and briefly describe the structure and uses of two of them.
6. Describe, as fully as you can, any species of bird.
7. Show, as fully as you can, why a common perch may not be classed with the Reptilia; a grasshopper, with the Hymenoptera.
8. What characters common to the Reptilia and the Amphibia exclude them from the mammalia? From Aves?
9. Give an account of the life history of any hemipterous insect injurious to agriculture.
10. Describe the segmentation of the ovum of any animal.

*Note.*—By the use of the word *any*, in the above questions, it is intended to offer the candidate a choice within the limits indicated.

## ALGEBRA.—Time, two hours.

The figures in curves ( ) indicate the credits that will be given for perfect answers.]

1. (5) Define Algebra; exponent; power of a quantity; root of a quantity.
2. (5) From  $-3a$  take  $2a$  and explain the result.
3. (5) Find the L. C. M. of  $6x^3 - 11x^2y + 2y^3$  and  $x^3 - 22xy^2 - 8y^3$ .

4. (10) Simplify 
$$\frac{\frac{1}{a} + \frac{1}{b+c}}{\frac{1}{a} - \frac{1}{b+c}} \left( 1 + \frac{b^2 + c^2 - a^2}{2bc} \right).$$

5. (10) Given 
$$\begin{cases} 3u+x+2y-z=22 \\ 4x-y+3z=35 \\ 4u+3x-2y=19 \\ 2u+4y+2z=46 \end{cases}, \text{ to find } u, x, y, z.$$

6. (10) Given 
$$\begin{cases} x^2+4xy=3 \\ 4xy+y^2=2\frac{1}{4} \end{cases}, \text{ to find } x \text{ and } y.$$

7. (10) Two boys run in opposite directions round a rectangular field, the area of which is an acre; they start from one corner and meet 13 yards from the opposite corner, and the rate of one is  $\frac{5}{8}$  of the rate of the other. What are the dimensions of the field?

8. (10) Show that 
$$\left( \frac{1}{a^m} \right)^{\frac{1}{n}} = \left( \frac{1}{a^n} \right)^{\frac{1}{m}}.$$

9. (10)  $\sqrt{2x+1} - \sqrt{x+4} = \frac{1}{8}\sqrt{x-3}$ . Find  $x$ .

10. (10) Write several terms of the expansion of  $\left[ \frac{1}{2}a - 2c^{\frac{1}{3}} \right]^{-\frac{1}{2}}$ .

11. (10) Given  $\frac{9}{1+x+x^2} = 5-x-x^2$ , to find  $x$ .

12. (5) Introduce the coefficient of the following into the parenthesis:  $x^{\frac{3}{4}} [1-x^{\frac{3}{4}}]$ .

## BOTANY.—Time, one hour.

[Answer in each of the last five questions, *a* or *b*; not both.]

1. What should be our aim in teaching botany in the public schools? When should we begin this study, and how far should we go in the grammar department?
2. In teaching botany, would you take the entire plant at once, or would you take each part separately? Why?
3. When do we use the terms: trunk, caulis, culm, caudex, rhizome, in speaking of the stem of plants?
4. What is the difference between the flowers of the oak and those of the pine?
5. What is a seed? What a spore? Which plants produce the former; which the latter?
6. *a* Give the difference between a gymnosperm and an angiosperm.

*b* Give the difference between an epiphytic and a parasitic plant.

(Explain fully and give an example of each.)

7. *a* What is veneration? How many kinds? How are they distinguished?

*b* What is aestivation? How many kinds? How are they distinguished?

8. *a* Give a diagram of each of the several kinds of inflorescence. Define them.

*b* Give a diagram of each of the simple leaves. Define them.

9. *a* Give a concise description of the morning glory (*Pharbitis purpurea*).

*b* In the analysis of the morning glory, what are the first five questions?

10. *a* Give class, order, and genus of the following plants: Cabbage, thistle, willow, lily, wheat.

*b* How many tissues are found in plants? Name and define them.

## ASTRONOMY.—Time, two hours.

1. Define celestial longitude and celestial latitude.
2. Explain a method of finding terrestrial longitude.
3. Give Kepler's laws.
4. Explain the cause of the difference in length of mean solar and a sidereal day.

5. State the conditions necessary for an eclipse of the sun. When will it be total? Annular? Partial?
6. Explain a method of finding distance from earth to sun. [The method of observing the moon at the quarter is excluded.]
7. Give the evidence, pro and con, for the existence of intra-Mercurial planet or planets.
8. Describe some superior planet. Give distance from sun, diameter, orbital and axial periods, number of satellites, etc.
9. Give the more important facts and theories concerning comets.
10. Briefly state the evidence for and against the nebular hypothesis.

#### ENGLISH LITERATURE.—Time, two hours.

[The credits will be equally divided between the two parts of this paper. The figures in curves ( ) indicate the credits that will be given for perfect answers.]

#### QUESTIONS ON AMERICAN POETS.

1. (6) Name two American poets who wrote prior to 1800, and give their poems.
2. (4) What American poet first attained reputation abroad? Some of his works?
3. (8) What female poets are best known? Name one or more poems of each.
4. (8) What are the most famous of American satires? By whom written, on what, and general character?
5. (10) Most noted of American humorous poets, and best-known poems?
6. (8) Give some of the best-known hymns of American origin, and their authors.
7. (12) What poets have written upon the Rebellion? Name some of the best war poems.
8. (8) Who wrote "Hail Columbia?" "Star-Spangled Banner?" "My Country 'tis of Thee?" "Address to the American Flag?"
9. (6) What poets have treated of Indian life, character, or legends? Name some of the poems on the above subjects.
10. (6) What poet now holds a prominent diplomatic position? Name four of his longest poems, not already mentioned.
11. (6) What do you consider as the best poem that has been produced in America? Reason.
12. (3) Name any prominent poet of the South and his works.
13. (3) Name any successful American epic. Any noted dramas in verse.
14. (12) Place the following familiar quotations. [Poem and author.]
  - a. "They builded better than they knew."
  - b. "Ay, tear her tattered ensign down."
  - c. "Thou go not like the quarry slave at night  
Scourged to his dungeon."
  - d. "Thou, too, sail on, O ship of state!"
  - e. "I know not where His islands lift  
Their fronded palms in air."
  - f. "We are ruined by Chinese cheap labor."

#### QUESTIONS ON EVANGELINE.

1. (6) Define *poetry*, *verse*, *foot*.
2. (6) By what characteristics of style is poetry distinguished from prose?
3. (5) What is the meter of *Evangeline*? What feet are admissible? Any other poem in English in this meter?
4. (10) Define the following: *Stalworth*, *heir-loom*, *glebe*, *tocsin*, *Angelus*, *gleeds*, *ci-devant*, *Creoles*, *sursur*, *garrulous*.
5. (6) Explain:  
"Flashed like the plane-tree the Persian adorned  
with mantles and jewels."
6. (4) What is the *Ave Maria*?
7. (8) Explain:  
"Veiled the light of his face like the prophet descending from Sinai"  
What figures does the passage contain?
8. (8) Explain:  
"Over them (the prairies) wander the scattered  
tribes of Ishmael's Children."  
What figure is most prominent, and what is its force?
9. (6) Explain:  
"Crown us with asphodel flowers that are wet with  
the dews of nepenthe."
10. (6) Explain:  
"As if life, like the Hebrew, with blood had besprinkled its portals."
11. (10) Indicate two passages which you regard as particularly good, and reasons for choice.
12. (25) Your estimate of the poem as a whole, giving its special characteristics. Compare it with any other poem of equal length by any other author, in interest, finish, and power. State what you judge to be its principal excellencies, and note any defects.

#### GEOMETRY.—Time, two hours.

[The figures in curves ( ) indicate the credits that will be given for perfect answers.]

1. (10) Define *plane figure*, *rhombus*, *square*, *rectangle*, *trapezoid*. Give the name of a polygon of four sides; of five sides; six; seven; eight. Define *circle*, *chord*, *sector*, and seven other terms denoting parts of the circle, or lines pertaining to it.
2. (10) "An angle formed by a tangent and a chord is measured by one-half of the intercepted arc." *Prove*.
3. (10) "Given the base, the altitude, and an angle at the base, of a triangle, to construct the triangle." *Solve*.
4. (10) Draw an obtuse-angled triangle. Assuming one of its shorter sides as a base, indicate the altitude. To what is the area of a triangle equal? *Prove*.
5. (15) "The square on the hypotenuse of a right-angled triangle is equivalent, etc." *Complete and prove*.
6. (15) State a theorem including the expression, "reciprocally proportional;" then, by reference to a diagram, show that you understand the force of the expression. Do the same with the term "incommensurable;" with "homologous."
7. (15) "Two triangles which have an angle of the one equal to an angle of the other, and the sides about the equal angles proportional, are to each other as, etc." *Complete and prove*.
8. (15) "The area of a circle is equal to half the product, etc." *Complete and prove*. Derive the formula  $\pi R^2$ .



**STAINS.**

BY M. L. SKYMOUR.

A stain is an injury to the appearance or texture of a tissue, animal or vegetable.

No allusion is here made to staining or stains for purposes of ornamentation.

All stains are either physical or chemical.

**PHYSICAL STAINS.**

Stains of a physical character are such as can be removed by physical means—friction, heat, or solvents.

Most common among stains are such as come from grease, ink, and the juices of fruits and plants.

Grease is everywhere. We are not to believe that grease is absent because the eye fails to detect its presence.

The most cleanly products of the human hand may be made to reveal the presence of its oily touch.

The kerosene in our unlighted lamps is constantly passing off into the air as vapor, and settling upon all objects in the room.

What are some of the facts about greasy substances?

Greasy substances are fats and oils.

Fats are solid, and oils are liquid, at ordinary temperatures.

Oils are of two classes—fixed and volatile. Fixed oils decompose at or above 500° Fahrenheit. Volatile oils may be vaporized without decomposition under 500° of heat.

Many of these oils evaporate rapidly in the open air.

*Fats are dissolved by the fixed oils.* Butter, lard, and tallow may be dissolved by linseed, castor, and olive oils.

*Fixed oils are dissolved by the volatile oils,* the oils named are dissolved by kerosene, turpentine, and gasoline.

*The volatile oils are dissolved by alcohol, ether, and chloroform.*

The application of the above is this: All forms of grease and paints on cotton or woolen fabrics may be dissolved by washing in gasoline.

Fresh quantities of the fluid should be used when much grease is to be removed.

Grease and tar on silks and satins should be removed with ether, their most perfect solvent.

In the course of many experiments with ether upon various colored silks, it has always proved harmless to the color.

It is not enough to have a ready solvent in order to successfully remove grease, as the following statement will show:

A man discovers a spot of grease on the knee of his pantaloons.

Soap and water are applied, and a sponge is vigorously used. The result is a halo of grease around the cleanest spot in the garment.

The philosophy is plain. Some of the soap was decomposed by the hot water, and the sodic hydrate has united with grease of the cloth, and new soap formed.

The dry fibers of the cloth have drawn, by capillary attraction, the dissolved grease back from the center of the stain, to the disappointment and chagrin of the manipulator.

The better way is to use the best solvent that is harmless to the cloth. Use as little friction as possible, and be sure that a good absorbent, flannel or blotting paper, is beneath the stain.

Lastly, always apply the solvent on the side opposite the stain. If this is not done, the grease is worked through the fabric, when, in fact, it should be dissolved and fall out.

The truth of this is more apparent in removing paint from silk. The ether is poured upon the side opposite the paint, the oil is dissolved and taken up by an absorbent, and the pigment in the paint stands out loosely on the fibres of the silk, and a simple movement of the finger nail removes it.

In this case no friction has been applied to the face side of the silk.

Observe the same directions for removing tar, wheel grease, cream, fats and oils of whatever kind.

Kerosene on books, paper, and thin cloth may be removed without the use of a solvent. Place the paper between blotting paper, several pieces on each side, and rub either surface with a hot flat-iron.

Blotting paper has stronger attraction for kerosene than sized paper or cloth.

The oil not absorbed is vaporized by the heat of the iron.

Kerosene on carpets may be removed in this way, but if the spot is large it is better to place the carpet in the sunlight.

In the after use of the carpet the wool is likely to draw the oil from the warp and again injure the color.

The safest and surest way is to place the carpet in the sunlight, and pour upon the spot a liberal amount of gasoline, and leave it to dissolve the oil and evaporate.

From what has been said, it appears that grease spots *can be removed*. And so they can.

Usually, however, only a small portion of grease is removed from the fabric. It is only diffused through the cloth and "lost to view."

### TEACHERS' INSTITUTES IN ILLINOIS.

BY E. C. HEWETT.

It has not been my privilege to be present at many of the Institutes that have been held this summer; but from what I have heard, I conclude that our Institute-work has taken a long step in advance. And this is a consummation devoutly to be wished, for our Normal schools can furnish but a very small part of the teachers needed for our schools, and, hence it follows that for much the larger number, the only opportunity for professional instruction and training, aside from what their own reading, observation, and reflection afford, must be sought in the Teachers' Institute.

The points in which I think we have made an advance, this year, are these:

Owing to the power of control given into the hands of our State Superintendent, I think better instructors have been furnished.

By aid of the syllabus of work sent out by our Superintendent, I think something has been done both to direct and to unify the work done.

I think there has been more attention to the philosophy and method of instruction than heretofore, - the highest purpose of an Institute is not the acquisition of facts, however valuable they may be.

I fear that not very much has been gained in one line, which is by no means of least importance in the work of our Institutes, - I mean in the arousing and instructing of the people in general, as to the true nature of education, the true purpose of our public schools, and the relation of the people to their highest success. In my opinion, the results of our Institutes on the community ought to

be as great and as beneficent as on the teachers themselves. I doubt not that the lectures of our State Superintendent have done much in this direction; but what a pity that he could not be aided in this work by three or four efficient men, as is the case in some States much smaller than ours! Cannot our legislators be made to see the value of such work, and to provide adequate means for having it done?

In estimating the work of our summer Institutes, the self-sacrifice of the teachers who attend, devoting several weeks of their vacation and considerable sums of their scanty earnings, should not be overlooked. To be sure, they may confidently look for returns from their outlay; but that makes their present sacrifice no less praiseworthy.

Will all the boards who employ teachers take this sacrifice into account, or will they be just as ready to employ, in place of such teachers, persons who were too indolent, or too penurious, or too self-conceited to attend the Institute, and who will, perchance, be ready to offer their services at a cheaper rate?

### BOOK TABLE.

MAN. By G. Dallas Lind, M. D. T. S. Denison, Chicago, Illinois.

This book is the latest work of its kind, and appeared within the last few weeks. It contains 750 pp., and is sold only by subscription.

It discusses Primeval Man, Man in History, and the Nature and Constitution of Man.

Under the first topic it treats of the mythical, scientific, and biblical account of man's origin; of his antiquity, his early methods of living, and the dawnings of authentic history.

Under the second head it examines the early races and languages, the customs and national traits, the religions and superstitions, the myths and folk-lore, the dwellings and home life, and the growth of civilization.

The third division is devoted to The Wonders of the Human Body, Right Living, and the Mind.

The book is profusely illustrated, and is crowded with interesting and instructive facts. The author has few theories of his own to advance, but he quotes freely from the leading authorities, and deals with the various theories of scientific men with the utmost fairness. We know of no other volume that contains so much of interest to general students, on the theme which Dr. Lind has selected. The material has been collected from wide sources, and has been culled with unusual discrimination.

The modern tendency to examine the home life of early races, and ascertain how people lived in the remote past, is strikingly illustrated by the author. The house-keeping utensils, the decorations of the best room, the mechanical appliances for executing difficult tasks, the

early means of transportation and communication, the methods of tilling the soil and preparing agricultural products for market, and many other similar topics are fully discussed and illustrated by excellent engravings.

The third division contains much more of a practical character than the ordinary treatises on physiology and hygiene.

We cordially recommend the book as of especial value to those who have neither the time nor opportunity for making extended researches along the lines which the author has followed.

Canvassers who wish employment will do well to communicate with Mr. Denison.

**RHETORIC MADE RACY, OR LAUGH AND LEARN.** By Wilbur F. Crafts, A. M., and H. F. Fisk, A. M. George Sherwood & Co., Chicago, Ill.

This little volume, of 285 pages, is *sui generis*. The purpose of the authors is announced in the Introduction—"Our ambition is to transform 'Composition Day' from the dreariest of days into the brightest; to make rhetoric racy."

Part First is devoted to Errors in Writing and Speaking, as in spelling, punctuation, misapplied words, ambiguity, bulls, mixed figures, verbosity, obscurity, misquotations of scripture, and many others that defy classification. Each of these classes of errors is fully illustrated, and generally by very amusing examples.

Part Second treats of Studies in the Art of Correct Expression with Voice and Pen. Lists of words, reading exercises, studies in spelling, in derivation, in synonyms, in English idioms, and in style are presented. The studies in style are rendered especially instructive by the presentation of the corrected MS. of several of the most familiar poems in the English language.

Part Third gives practical advice to young writers, and to prospective authors.

Part Fourth, under the head of Accumulation of Material, gives a plan of organization of a reading circle, "A Tour 'Round the World in Books," lists for consecutive reading, and biographical studies.

The book closes with an appendix, which contains subjects for literary exercises, and also many suggestions respecting the work presented.

It is our conviction that the use of this little volume will do far more in improving the young in the matter of writing and speaking than most of the pretentious volumes that are now in use in rhetoric classes. The book is not only racy, but its method is along the line where our best teachers are at work. We advise all of our readers who are interested in the topic to see it.

**THE DEVELOPMENT THEORY.** By J. Y. Bergen, Jr., and Fanny D. Bergen. 16 mo., cloth, illustrated, \$1.25. Lee & Shepard, Boston.

This little book is what the title-page claims—a brief statement for general readers. There has been, heretofore, no simple and inexpensive illustrated book, such as this is, outlining the evolution hypothesis; and in the non-scientific world there is much popular ignorance, which this book aims to clear up, concerning the theory which is the great scientific generalization of the century. The few technical terms that must be used are carefully explained, and the foot-notes and illustrations

add to the general interest. Some of the examples are the result of original investigations by the authors. Prof. Bergen has already attained an enviable reputation as a teacher of Natural Science in Chicago High School and Lombard University, and is now principal of the High School at Peabody, Mass. His wife, also an ardent student, is his co-laborer in his scientific pursuits, as well as in preparing this volume. Thoroughly familiar with all that has been published on this subject, they are well qualified to advocate, as well as outline, the theory in which they fully believe.

The language is easily understood, and the condensed statements from other authors admirably made. The proof-reader should have settled the spelling of development, and simplified an involved sentence here and there. We hope to hear from the authors again, for the book is useful and meets a real need, not only to the general reader, but also as an elementary text-book for students. It should have a ready sale.

### THE MAGAZINES.

Articles of especial interest to teachers in the October numbers:—

**THE ATLANTIC.**—The Battle of Lake George; Washington and his Companions viewed Face to Face; Southern Colleges and Schools; Our English Literary Cousin.

**THE CENTURY.**—Social Conditions in the Colonies; On the Track of Ulysses; The New Astronomy.

**POPULAR SCIENCE MONTHLY.**—The significance of Human Anomalies; The Recent Progress of Physical Science; Man's Right over Animals; Further Remarks on the Greek Question; The Chemistry of Cookery; Du Motay's Process of Ice Making; Protection against Lightning.

Cuvier in his boyhood was fond of dissecting spiders with rusty nails. Linnæus as a child was passionately fond of flowers, and, ere he could talk plainly, discoursed of his favorites in baby jargon. Benjamin West, when but "seven times one," appropriated the tip of pussy's tail as a paint brush, and with this and some red ink of his own manufacture, he executed a very creditable portrait of his infant niece. Bayard Taylor, while nominally hoeing corn and pulling purslane and twitch-grass from his bean patch on the farm at Kennett, was really visiting Europe, following up the sources of the Nile, or exploring the Eldorado of the West. Napoleon's boyish thoughts were all of soldiers, guns, and battles, while Mozart's ran to music, and he played pieces of his own composition at the early age of four years. Thus sometimes early does genius manifest itself.

# ILLINOIS SCHOOL JOURNAL

A MONTHLY EDUCATIONAL MAGAZINE.

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JOHN W. COOK, AND R. R. REEDER,  
EDITORS AND PROPRIETORS.

NORMAL, ILL., OCTOBER, 1884.

Entered as second-class matter in the postoffice in Normal, Ill., for transmission through the mails.

It is frequently said that the common method of examining applicants for certificates is one of the dreariest of farces. We incline to the same opinion, if the applicant has demonstrated his ability to teach. It would be the height of folly to require physicians of acknowledged skill to pay an annual or biennial visit to the office of the Board of Health for reexamination. The medical fraternity deserves and receives better treatment than that from the community. Our brethren of the pill box should never be subjected to the harrowing possibility of losing all of their patients—by recovery—during a week's enforced absence on such a mission.

But, good friends, you who utter your protests in such stentorian tones, what are you going to do with the new candidates that flock by the fifties to the superintendent's office? Can you suggest some method of escaping the inevitable ten questions in each branch?

"Such examinations are no test of teaching power" says one. No, not much. They are a fair test of one's general intelligence, however. In an examination at one of the summer institutes, some effort was made to collect *gems*, and the results were satisfactory in a high degree: Robinson Crusoe wrote Rip Van Winkle; Gail Hamilton is governor of Illinois; T. S. Arthur is president of the United States; The zenith is that part of the visible horizon that is out of sight; Theodore Parker is a leading educational reformer; A mental faculty is to tell all you can about the lesson without looking in the book.

No one will deny that these statements throw some light upon the *capacity* of the applicant, and, so far, determine the presence or absence of certain essentials.

There is a better way, however. Let the superintendent spend a couple of hours in conversation with the candidate, learning his antecedents, his mental habits, the character of the training that he has received, his methods of discipline and instruction, his general spirit, etc., etc. That would be much better, but—

Will some kind friend suggest a substitute for the ten-question method,—one that can be employed under existing conditions?

The endless discussions of the institutes about underlying principles, theories, methods, and "the children," have now given place to the actual work of teaching. Many of the new methods of presenting this, that, or the other subject must now stand the fire of practical experience, or be forever stricken from the pages of the pedagogue's note book—that sacred repository of professional lore. The time to test the value of institute work is at hand.

"What have I learned where'er I've been  
From all I've heard, from all I've seen?"

What know I more that's worth the knowing?"

These are some of the inquiries that every thoughtful teacher will put to himself as he begins the work of a new year.

The State institute law has had a fair trial. It was warmly supported by teachers, school officers, and educational journals throughout the State—not as the best plan that could be devised, but the best that could be secured. If it is a success, it proves that our educators know the needs of our school system, and, in a measure, understand how to meet them. If a failure, it proves that the schoolmaster is an untrustworthy statesman.

But we already have sufficient data to enable us to see the successful operation of this law. There has been a more general rubbing together of teachers throughout the State than was ever before felt. The soil in the schoolmaster's garden has been stirred, warmed, and fertilized; we may now look for the harvest. Such an inter-State commerce in educational ideas, methods of teaching, and professional skill was never known in Illinois. The result of this interchange is new life and renewed vigor. We venture the estimate of a thirty per cent. increase in the quantity of

educational literature to be distributed among our teachers the ensuing year. That dollar for home missions has accomplished a great work. Cast thy bread upon the waters; for thou shalt find it after many days.

What shall we do next? is the question now before us. It is easier to keep the wheel moving than it is to start it. Let us not wait for the General Assembly to enact further laws; they will wait for us to create a demand for them. County supervision is perhaps the weakest place in our school system. It has not been materially strengthened by the institute law. Our superintendents are so overtasked, so poorly paid, and so limited in their time for supervision, that the best of them are not equal to the requirements of this branch of their work. Give us an adequate county supervision, and our present school system will be revolutionized. Let us concentrate our efforts towards securing needed legislation upon this point.

We have received a communication from Dr. Peabody, Regent of the University at Champaign, giving the information which we promised last month respecting requirements for "accredited" high schools. We regret our inability to present it this month. It will appear in the November number, however.

Mary Allen West, writing to *The Union Signal*, has the following respecting the lamented Mrs. Roots, wife of "Father" Roots:

"Her home was ideally perfect. I was never in a home which seemed to me so fitting a type of heaven as the one now left desolate by her translation. In church work, in Sunday school, in the Band of Hope,—everywhere,—she rounded out a perfect sphere of usefulness. To all these bereaved circles our tender sympathies go out; deeper and tenderer is our sympathy for the home circle, especially for the husband, from whom is taken the life of his life. God comfort and strengthen them all, and raise up those who shall be fitted and worthy to take up the varied work which has so suddenly dropped from her dead fingers."

From present indications, "The Centennial" is to have a formidable rival in the great World's Exposition, which is to open in New Orleans, December 1 and close May 31. The educational effects of such an exhibit cannot well be overestimated. That it will result in great good to the South cannot be doubted. Meanwhile the active friends of educational

progress are moving. We are glad to give place to the following:

The Commissioner of Education has requested the President of the Froebel Institute of North America to arrange for the World's Industrial and Cotton Centennial Exposition at New Orleans, an exhibit of the character and status of the kindergarten. Such an exhibit involves, as its chief feature, an actual kindergarten in operation during the six months of the Exposition, before the eyes of all who may wish to study its working.

For obvious reasons, this kindergarten should, in all its appointments, be as complete, as near the ideal, as possible. At the same time, the special needs of the South render it desirable that there should be two departments, one for white and another for colored children.

The Exposition will furnish a building for the purposes indicated, the Bureau of Education will defray the expenses of transportation, but the funds for the conduct of the kindergarten must be provided by benevolent friends who appreciate the missionary character of the enterprise.

In order to open and carry on one of the kindergartens proposed, it will be necessary to provide \$2,000; the second kindergarten will call for \$1,000 more. A portion of this sum is already promised. For the purpose of raising the remainder, the Froebel Institute appeals for aid to all who see in educational progress the safeguard of the free and humane spirit of our institutions.

Contributions of five dollars or less may be sent at once to the President of the Froebel Institute. Friends who desire to contribute larger sums, may send promissory notes, payable November 1, November 15, or December 1, 1884.

On the first day of November, or sooner, a corps of efficient teachers will proceed to New Orleans, to take charge of the work during the six months of the Exposition. They will prepare monthly reports of the condition and progress of the work, and these reports, together with a monthly financial statement, will be sent to all who may have subscribed two dollars or more to the fund.

The President of the Froebel Institute will be glad to correspond with friends who may have advice to offer, or who may desire additional information concerning the work on hand.

W. N. HAILMANN,  
Pres. Froebel Institute of N. A.  
LaPorte, Indiana.

### ILLINOIS NORMAL.

Hieronymus has the bookstore, and Cation is general librarian.

Will and Trowbridge passed the Natural Philosophy by examination.

Section A spends an hour a day with Dr. Hewett, observing in the training school, discussing educational topics, etc. The arrangement will probably continue through the senior year. Two of their four hours each day are thus devoted to work that is strictly professional.

Prof. Forbes and Harry Garman are preparing to remove to Champaign, where they will enter upon their new duties in the University January 1. It is not easy to express the sense of loss that those of us feel who know them and their work. We should like to write a few pages about them, but we are afraid of the possible indignation of our very much too modest friends.

The third week of school has closed with 310 in the Normal department, and about 250 in the Model. The teachers are all at their posts. Dr. Hewett was East most of the summer. Prof. Stetson left for his old home immediately after school closed, called by the last illness of his aged father, who died not long after his arrival. The settlement of the estate kept the Professor there until a few days before school began.

Miss Carrie Pennell is attending school at Mt. Carroll this year.

Mrs. Hartman, mother of the assistant in mathematics, has removed to Normal, and occupies a neat cottage erected for her by Mr. Gerber, just north of the Building.

Cal. Hanna, '75, of the Columbus, O., high school, was married August 20, to Miss Kittie A. Parsons.

THE JOURNAL extends its heartiest congratulations.

Duff Green is visiting in Normal at the home of his aunt, Mrs. Haynie; his health is poor. His old friends are glad to see him again. His brother, Reed, is teaching in Cairo.

Prof. Barton is doing finely in his department. His latest move is the preparation of a series of general exercises, which he has had neatly printed for his pupils. No. 1 is on Money, and No. 2. consists of Selections from Shakespeare. No. 1 will appear in THE JOURNAL soon.

#### PHILADELPHIAN NOTES.

Our first meeting of this term was a decided success.

The contest between the two societies now comes at the close of the fall term.

The societies have purchased sixteen permanent badges for introduction committees at the "grinds."

Our treasurer reports cash on hand to the amount of \$120. The regular attendance of members bids fair to be unusually large this term.

The officers of our society for this term are: President, O. R. Trowbridge; vice president, M. Joice Adams; secretary, Cora Glidden; treasurer, Lewis Rhoton; chorister, Kate Saltzman; librarian, Albert E. Knuckey; executive committee, T. E. Will and D. S. Gray.

Arrangements will soon be made to improve still further the appearance of our hall. A neat cabinet will be fitted up to receive donations of curiosities and relics from members and friends at home and abroad. These donations will be neatly labeled, and the name of the donor and the date of the donation given. Who will be the first to contribute?

The contest rules of the two societies have been changed but little in the past fifteen years. They are now undergoing a complete revision. Much interest is manifested by the members of both societies, and Wrightonian Hall is crowded at each meeting of the committee of the whole. It is probable that the present "marking system" will be abolished. An attempt was made to change the paper, which now counts two points, to an essay and an exercise in elocution, to count one point each; also, to change the time for proposing the question for debate to ten weeks before the contest instead of seven. Both of these propositions were voted down in committee.

#### WRIGHTONIAN NOTES.

There are 19 Wrightonians in the graduating class.

The Wrightonian officers are: President, Lyon Karr; Vice-President, Emma Werley; Secretary, Bertha Glidden; Treasurer, C. W. Hart; Chorister, T. B. McMurray.

The finances of the Society are in a flourishing condition. Mr. Watt, treasurer for last term, reports \$72 in the treasury. The treasurer for this term, Mr. Hart, has sold 100 tickets.

Wrightonians are taking a great interest this year, especially in debate. According to present arrangements we shall have a debate every Saturday night during the term. Music is hard to get, notwithstanding the musical attainments of the presidents of both Societies.

The two Societies are contemplating a change in the contest rules. One of the changes likely to be made is to remove all distinctions in regard to sex in the contest, letting ladies take part in the debate and orations as

well as gentlemen, and permitting gentlemen to read the papers. The prevailing opinion is, that it is time the bars were removed. While the old rules permitted the ladies to talk about debating, the new ones allow them to do it. The Wrightonian ladies are happy over the change, and several will begin at once to practice for contest next year. It is safe to say that no ladies will go on contest this year as debaters.

#### STATE NEWS.

Miss Hattie E. Morehouse, principal of one of the Bloomington ward schools, was married September 3, to Dr. F. Cady Vandervort, of Tonica.

James Hannan has left his old place at the head of the LaSalle Street School, in Chicago, and has taken charge of the new High School in Dist. No. 2, Town of Lake. Homer Bevans succeeds him.

By reference to the report of the award of premiums at the State Fair, it will be seen that the Oakland schools are very frequently mentioned. Here is a list of salaries paid: Principal, \$3,000; first asst., \$1,000; another asst., \$900; three more, \$800 each; each of the others, \$750.

The Oakland people are putting some money "where it will do most good."

Supt. Miller, of McLean county, and his estimable wife, are sorely afflicted. Their daughter Cora, aged 18 years and 7 months, died September 9, near Minneapolis, Minn.

Miss Cora graduated from the Chenoa high school at 15, and for the last year had been a student at the Wesleyan University. In June last she went north to seek health in the bracing air of Minnesota, but was attacked with violent hemorrhages of the lungs and soon passed away.

The sympathies of the community turn to the afflicted parents with peculiar tenderness, as Miss Cora was unusually endowed with qualities that make life worth living.

The Southern Illinois Teachers' Association held its fourth annual session at Centralia, August 26-28.

The number of teachers in attendance was not large, but the Centralia people turned out to the evening meetings and filled the spacious Opera house.

Among those present were Dr. Allyn and Profs. Inglis and Hull, of the Southern Normal; Prof. Cook, of the State Normal; Prof. Brown, of Jacksonville Commercial College; Dr. Deneen, of McKendree College; Prof. Slade, of Greenville; and Hon. B. G. Roots, of the State Board of Education, an essential figure in all educational conventions. Among the superintendents, principals, and teachers, were Prof. Guy and Misses Clem Cole and Kate Sawyer, of Chester; Prof. J. W. Henninger, of Bloomington; Profs. Mills, Davis, and Smith, of Clay county; Burdick, of Centralia; Herrick, of White Hall; Hood, of Sparta; Bowles, of Decatur; and Barnhart, of Mt. Vernon. Richland county was represented by Supt. Edwards, and Profs. Bainum and Shryock.

The annual address, Tuesday night, by Supt. E. E. Edwards, president of the Association, was a somewhat humorous discussion of the peculiarities of the "Old Fashioned School Master." It was preceded by an address of "Welcome," from Mayor Belden, and an address on "Model Teachers," by Rev. G. Frederick, an eloquent delineation of what the teacher ought to be, while the address of the president spoke of him rather as he used to be.

On Wednesday, Prof. George L. Guy, of Chester, presented an elaborate and exceedingly ingenious paper on "Music in the Schools"; Mrs. Clara Bowles read a paper on "The Primary Teacher"; and Miss Anderson, of Louisville, stirred up the brethren with a paper on "The Compensation of Women."

Prof. Brown, of the Jacksonville Business College, discussed Business Penmanship in a very energetic and practical manner. He scored the aspiring geniuses who perpetrate impossible deer and mysterious fowls in an

especially refreshing manner, and urged the necessity of common-sense instruction in this indispensable art.

Dr. Allyn lectured to a large audience on Wednesday evening. The Doctor is always interesting, but was unusually so on this occasion. His theme was "The Fourth R." No little curiosity was manifested to learn the Doctor's addition to the time honored curriculum. It proved to be Righteousness—Right living.

On Thursday the papers were: "The Practical in Education," by Prof. J. W. Henninger; "Shall the Classics Go?" by S. H. Deneen; and "Work and Play," by Miss Clem Cole.

The next Association is to be held at Greenville. The following are the officers for the ensuing year: President, John W. Henninger, of Bloomington. Vice-Presidents, James P. Slade, of Greenville; Martha Buck, of Jackson; A. P. Manley, of Wabash; Bertha Kitchell, of Richland; J. A. Arnold, of Effingham; Wm. A. Davis, of Wayne; S. H. Deneen, of St. Clair. Recording Secretary, S. G. Burdick, of Marion. Reading Secretary, Mrs. Bowles, of Macon. Treasurer, Geo. L. Guy, of Randolph. Executive Committee, Samuel B. Hood, of Randolph; John Martin, of Edwards; and Miss Clem Cole, of Randolph.

Among the resolutions were the following:

That this Association expresses its sense of loss occasioned by the death of Mrs. B. G. Roots, and of sympathy for a long-time honored worker in the cause of education in Illinois, by the adoption of the resolutions following:

*Resolved*, That in the death of Mrs. Roots we have lost one who lived a life of purity and great usefulness; one whose presence never failed to cheer, and whose kindness and wisdom always encouraged us;

*Resolved*, That we tender to Father Roots, most cordially, our sympathies in this irreparable loss of one so dear to him, and so united in tastes and purposes; and express our trust that the Good Master will remember his loneliness and grant him in full the blessings of hope and grace, that his remaining years may be brightened by the certainty of a reunion in the world to come.

#### MACOUPIN COUNTY.

J. D. Richmond will teach the school at Summerville.

The Chesterfield Literary Society has begun its winter campaign.

G. A. Scutt and Miss Seacore teach the Chesterfield school this year.

Miss Lillie Huggins has again been engaged to teach the Clyde school.

The Girard school building has been repainted, inside and out, adding much to its beauty.

Benjamin A. Franklin, late principal of the Bunker Hill schools, is teaching at Bonne Terre, Mo.

Mr. C. M. Travis, a student last year of the Normal, will teach this year near his home at Barnett.

Girard desires to send a number of bad boys to the re-form school, for their own good as well as that of the community.

The schools of Woodburn began on Monday, September 15, with Mr. Foulon in charge. He is assisted by Miss Minnie Wood.

Dr. Burwell has charge of the schools at Gillespie for the coming year. He is assisted by Miss Abbie Huggins and Miss Stella Henry.

Miss Annie Crawford, a popular teacher of Gillespie, was recently married. She has gone to Ohio to make her home in the future.

Willis McKee, of Bunker Hill, has been selected to teach the English branches in McKendree College, where he graduated last year.

Miss Mary Sheppard, of Bunker Hill, has gone to Oxford, Ohio, to resume her duties as teacher in the Western Female Seminary.

Brighton has the following teachers this year: Harvey Brown, Principal; Miss Hurd, Miss Blanche Auer, Miss Lida Remiger, Miss Rose Remiger.

Mr. Geo. W. Smith, who attended the Normal last year, was recently married at Whitehall. He goes to Perry, Pike county, to take charge of the schools.

Miss Emma Linton has gone west for her health, and will teach in the Denver, (Col.) schools. She has been teaching in Westfield College for several years past.

Mr. J. J. McAleney, of Carlinville, has gone to Kirkwood, Mo., to teach in the Boys' Training school, at a salary of \$600 per year. We extend congratulations.

Miss Lizzie Linfoot, a young teacher of great promise, died at Chesterfield, September 6, of consumption. The deceased was held in high esteem by all who knew her.

The teachers of the country schools receive better wages than formerly. Directors are beginning to realize that it pays to secure good teachers, even if they do cost more.

Miss Cornelia Sanborn and Miss Luella Richards, of Bunker Hill, are teachers in St. Louis; the former in the branch high school, and the latter as second assistant in the Stoddard.

Miss Lucy Dubois, of Carlinville, has resumed her duties as teacher in the Bettie Stuart Institute, Springfield, where she has been doing very successful work for several years past.

O. F. Barth, recently a teacher of this county, was married in Missouri previous to going to Georgetown, Ill., to take charge of the schools. His wife will teach in the same school.

Chas. E. Reeve, the incoming principal of the Staunton schools, acquainted himself with his patrons by lecturing to them on Friday night previous to opening his school, on the subject: "What are Children For?"

The Bunker Hill Academy has lately been refitted by the principal, Prof. S. L. Stiver, and now presents the most handsome appearance of any building in that city. The courses of study are: English, College Preparatory, Scientific, Commercial, and Normal.

The teachers of the Girard schools this year are: Prof. W. M. Evans, Principal; Miss Hattie Shepherd, Miss Mary Gay, Miss Addie Burnett, Mrs. Laura McElroy, Miss Carrie Bethel, Mrs. Mary Gardner. The principal receives a salary of \$90 per month; the first assistant, \$50; second, \$45; and the others, \$37.50.

The Virden public school began a seven months' winter term on September 17. Prof. B. F. Stocks is again in charge; Miss Nora Simons is first assistant; T. B. Tony is in the grammar department; D. G. Duell is teacher of the intermediate room; Miss Lucy Beattie is in the primary. In the new building Mrs. G. Ransom is principal. Her assistants are Miss Lizzie Davenport, Miss Blanche Cowen, Mrs. Mary Ewing, and Mrs. Sarah Virden. It is thought there will be 75 more in attendance this year than last.

A. G. E.

#### CLARK COUNTY.

County Superintendent Porter is doing some very excellent work in this county. Just what we need.

Jas. Dawson, an ex-Supt. of this county, who has not taught for several years, is going to try teaching again this winter.

Miss Lee, a teacher of this county, was sued for whipping a boy, one of her pupils, last spring. She was beaten before the Justice of the Peace, and took an appeal to the Circuit Court, in which she came out victorious. By this act and decision of the court, the people have learned that a teacher has one right at least.

The institute, which closed August 29, was the most successful ever held in the county. There were eighty teachers in attendance. It was conducted by County



Superintendent Porter, assisted by Miss Mary J. Gillan and H. W. Tippet, the first three weeks; Dr. Hewett and Prof. Gillan took charge of the syllabus the last week.

The country schools have not all commenced yet, for this year. The town schools have all begun their work. The Casey schools are progressing nicely, with Mr. Hobart as principal, assisted by five assistants; Marshall, with L. A. Wallas, principal, and nine assistants; Martinsville, with Mr. Smith as principal, and three assistants; Westfield, with H. W. Tippet as principal, and three assistants. The Westfield schools had 178 pupils enrolled for September.

#### JASPER COUNTY.

Prof. Arnold is preparing for his work in the schools of the county this winter.

Prof. N. S. Scovell has charge of the Newton schools this winter again. He will have seven assistant teachers.

Miss Nan Cummins will teach the Cummins school this winter. Geo. F. McColley will teach at Plainfield, B. F. Foltz at Rose Hill, J. L. McCormack at the Ridge, Sallie Baney at Willow Hill, G. T. Reisner at Falmouth, C. A. Davidson at Boos, J. M. Kirkham at Advance, I. O. Reed at the Vanderhoof, Louis Martin at the Center.

The Normal Institute closed August 23. There were about 70 students in attendance, all doing good work, and being well pleased with the school. During the last three days the Teachers' County Association took charge of the exercises, and the attendance increased to over 100. The exercises were good, especially the following: "Pursuing Shadows," Miss Effie Shup; "Penmanship," W. L. Beeman; "The Influence of Home Upon the School," Miss Sallie Haney; "Reading and Dictionary Work," James H. Brownlee; "Thought," Miss Birdie Ward; "Teaching Should be Made a Profession for Life," I. V. Harrah; "Machinery of the Heavens," G. E. Sanderson; and a lecture by Dr. S. H. Deneen. The report of the committee on text books was tabled.

G. T. R.

#### WHITE COUNTY.

Most of the public schools of the county will open during this month, though a few will not until October.

One good result of the institute is that many more school journals will come into the county this year, the ILLINOIS JOURNAL taking the lead among those represented at the institute, and the *American Teacher* following as second.

The White County Teachers' Institute was opened on Monday, the 18th ult., with 43 members—not a very good showing for a county with more than 100 teachers.

The conductor appointed was Mr. E. A. Gastman, of Decatur, assisted by Miss Ella Bear, one of the best primary teachers in the State; also by Mr. R. P. Orr, who conducted the musical department, and J. A. Ross, language and physiology. The work was practical throughout and highly beneficial to those who attended, though the total enrollment reached but 65, and many members were not teachers.

Considerable time was given to pedagogics, and also to the explanation and discussion of Supt. Trainer's methods of conducting teachers' associations and the general business of his office. The "Manual and Guide" was used to a considerable extent, especially in geography, and all were led to see the great benefit arising from a systematic and coöperative work among teachers and superintendent.

The institute, Mr. Editor, I am satisfied, will increase the efficiency of our ungraded schools twenty per cent. during the coming winter, and the absence of half the teachers in the county is alone the cause of its not increasing it fifty per cent.

The work of Miss Bear was the first of its kind here. Only a few parents visited her classes, but those few were among the best judges of school work, and the

question was asked, "Is Miss Bear engaged for the coming year? Can we get her at any price?" Her teaching will revolutionize the work of primary teaching in this county, and thank God that it will. You know I told you last year that many teachers (?) in this county were using the "A, B, C," method. Well, you would have smiled to see the usually happy face of Miss Bear change, and her eyes wander in all directions when some one wished to know "How would you teach, if not by what you call the 'A, B, C,' method? How would the children learn their letters?" (! ! !)

J. CORNER.

#### GREENE COUNTY.

The Carrollton schools, under the efficient supervision of David Felmley, have attained high rank. There are eight teachers employed here. The board of education advanced Mr. Felmley's salary to \$1,200, as an appreciation of his services. The salaries at Carrollton and at White Hall are now the same.

The graded schools retain the same principals that they had last year, with the exception of Rockbridge, where J. N. Kelly takes the place of W. C. Scanland, and Kane, where Sylvester Smith succeeds J. S. Deck, who goes to Upper Alton. David Felmley remains at Carrollton, G. M. Herrick at White Hall, D. O. Witmer at Greenfield, and Rev. D. H. Starkey at Roodhouse.

The summer normal drill was the largest and most enthusiastic ever held in the county, and the influence will be felt for good in the schools the ensuing year. The instructors were David Felmley, of Carrollton; Mr. Herrick, of White Hall; and Geo. W. Smith, of Perry, Pike county. The drill lasted four weeks, and was devoted to academic work and the first year's work of the syllabus. At the close nearly all the teachers took the examination, and very few failed to get certificates of either the first or second grade.

The schools start out with an increased enrollment over last year. White Hall enrolls the largest number in the county, 420 being in attendance. A. W. Brewster, formerly principal of the grammar department, is promoted to assistant in high school, vice Geo. W. Smith, who goes to Perry, Pike county, as principal; and John H. McMichael, of Fayette, fills the position thus left vacant. The other teachers remain the same as last year, with the exception of an additional teacher, Miss Vinnie Vedder, in the primary department. There are nine assistants to the principal.

#### BOND COUNTY.

Reno starts out with a new school house, well furnished, and will employ two teachers this winter, which is a step in the right direction.

Several of our teachers attended the meeting of S. I. T. A., which was held at Centralia, and by their efforts secured its next session at this place.

Mulberry Grove continues as before, with no established grade or course of study, which is greatly to be regretted in a school of that size and advancement. On the whole, educational matters are looking brighter, and we hope for a good record all around this year.

On the evening of the 20th, Prof. Slade kindly opened the doors of Almira College, and invited the institute to a general reception, which was most highly appreciated. The college was also opened on one evening to a reception given by the W. C. T. U., in honor of Mrs. Morrison, district organizer of this district.

Greenville schools, under the principalship of Prof. James C. Burns, are opening out finely. But few of our country schools have as yet opened. Pocahontas schools enter upon a new year with same principal, G. W. Powell. They have adopted a thorough grade and a regular course, and are looking for better results therefrom.

Although late, I will write you a few lines concerning the Bond County Teachers' Institute, which opened July



28, continuing four weeks. Total enrollment, 102. Enrollment first week, 85; average, 81. Second week, 87; average, 86. Third week, 92; average, 90. Fourth week, 92; average, 90. The institute has been a grand success throughout. Never before in the history of Bond has there been as great enthusiasm manifested among the teachers as was manifested during these four weeks. I never saw a body of teachers work harder or seem more determined to get the good of all that was going. But it was hard work. We opened at 8 o'clock and closed at 6 o'clock, thus making an actual session of eight hours, with twelve classes, each day. Our institute was conducted on the plan of assigning a lesson in each branch for the next day's work, and then bringing out the best methods of presenting the subject. One half hour each day was given to school law and theory and practice of teaching, our county superintendent presenting the former, and Prof. Slade and Prof. Carmichael the latter. Too much praise cannot be given to Prof. Carmichael for his work. For thoroughness of work, aptness in illustrations, and strictness in discipline, and at the same time always affable and courteous, I never saw his superior.

Hon. Henry Raab was with us one day, and gave us a talk on primary work, and when I say that our teachers were perfectly enthused by his remarks and illustrations, I say but half. He lectured in the evening to a full house, in the Presbyterian church, which had been kindly offered us for the occasion. Supt. Raab is doing a great work for the schools in this State.

#### WHITESIDE COUNTY.

The School Room Guide, containing a Course of Study for Country Schools will soon be handed to the teachers of our county by Supt. B. F. Hendricks.

The directors of this county have allowed Nebraska to take from us one of our best teachers, D. L. Lehman. In turn, however, we have taken a good one from Nebraska—M. F. Miller, who has charge of the Morrison schools.

While Morrison went West for its principal, Third ward, Sterling, went East, for a Mr. Harding, and Second ward took C. H. Crandell, of our own State. These schools all seem to be well satisfied with their new principals, and we look for a fruitful year. They seem to be progressive men, and will doubtless sustain us in the advanced steps already taken.

The JOURNAL's satire of last month on the "Alphabet Method" was appreciated by our teachers, as most of its editorials are. Though your correspondent is not engaged in teaching for the present year, yet his relation to the schools in the county will be more intimate, if possible, and his opportunities better for obtaining news than formerly. I will continue to bring to the educational picnic the best things the county affords.

Prof. Brown, of the Lutheran church, Sterling, is one of the most progressive preachers in our county. He is consistent in that he takes pains to know what is going on outside the church, that he may be able to turn everything to the best account for humanity's sake. He is credited by the *Sterling Standard* for visiting the schools more than any other preacher in the city of Sterling. He does not ignore the educational and progressive influences of to-day, as so many of his co-laborers are accustomed to do.

In my items for the August number, I gave the graded schools of the county which had not changed hands,—naming Fulton and Rock Falls. I should also have named Albany, where D. F. Shirk is teaching. I am glad to make this correction, for it is to the credit both of the school and teacher. Mr. Shirk is doing a good work in Albany, and his board of directors are capable of appreciating it. He is not only retained, but his salary is increased. In this connection it is but fair that I should say: Mr. Shirk is becoming known outside of Albany as a teacher who is gentlemanly, inventive,

wide-awake, and in earnest. His Board are to be congratulated for their exercise of good, hard sense.

The following is taken from the *Whiteside Sentinel*: "Prairie Center School took second premium on philosophy at the State fair. This was the only premium awarded to a Whiteside county school. The Empire and Berger schools spelled all the words correctly, but failed to obtain recognition. At our County fairs, Third and Second wards of Sterling, Unionville, West Jordan, Galt, Talbot, Woodlawn, Empire, District 10, Prophetstown, District 5, Coloma, and Morrison were the lucky ones. We had at both the Sterling and Morrison fairs a department, which is a long step in the right direction. The officers of the fairs are each year making large provision for the work of the school room. We teachers must learn to manage "our department" in a more systematic and business-like manner. W. K. K

#### MASON COUNTY.

John Fleming, of Normal, teaches at Topeka again, this year.

A few of the country schools will not begin before October 1.

Prof. O. T. Denny is retained as principal of Mason City schools.

J. A. Melhop remains in Bath as principal. This is his second year.

Prof. Smith, of Bath, is now teaching near Forest City, at Union No. 1.

Most of the schools in this county report an attendance above the average.

Mr. J. A. McComas, an old teacher of this county, will teach at Coon Grove this year.

The Havana schools opened September 1, with an enrollment of about 500 pupils, which has since increased to 550.

A. J. Morris made a change of base this year, removing from Easton to San Jose. C. P. Ballenger is his successor in Easton.

The Manito schools are in full blast, with an enrollment of 110, the primary room being full to overflowing. The attendance is above the average, and the young assistants are doing good work.

A teachers' meeting will be held October 4, in the West Side high school building, in Mason City, by the teachers in the eastern part of the county. We hope the teachers in the western part will not be behind with their meetings.

The demand for experienced teachers this fall exceeded the supply. Many schools, particularly country schools, did not engage teachers till the eleventh hour, and then had to take inexperienced ones. Forest City, Topeka, and a number of country districts, imported teachers.

Very few country schools are furnished with necessary apparatus in this section, and yet school boards expect teachers to teach good schools without giving them anything to work with. Will they ever learn to supply the teacher with necessary tools, as they furnish their farm employes with the required implements when they hire them? Who will answer?

#### MONTGOMERY COUNTY.

Litchfield has selected ground for the third school building.

Frank McDavid, one of the diligent institute workers, will teach near Edwardsville.

The public schools of Hillsboro opened September 15, with about 400 pupils in attendance.

The Hillsboro school board has done away with the old stoves and put in steam heaters. Wise men.

Miss Ella Beck, of Walshville, has gone to Nokomis to teach. Her many friends wish her success.

Miss Mary Whitehead, of Hillsboro, has gone to the Indian Territory to teach "big Ingins." We wish her much success.

Miss Camilla Jenkins, of Butler, is the happy possessor of a State certificate. She is the first assistant of the Hillsboro school.

The school of Raymond, in charge of Prof. Crisp, began September 29. The school at Walshville commenced on the same date.

There are a number of vacancies in country schools in this county. None but males need apply. The directors seem to prefer muscle.

The County Teachers' Association will be held in Hillsboro, October 18. It is desired there be a full attendance at the first meeting. The programme of exercises will no doubt be published several weeks before the time.

A list of all the teachers who attended the County Institute has been published in the various county papers. Its design was to furnish school boards with a list of the teachers who are on the up-grade. We question the advisability of naming those who were present no more than a day or two, but the one who does nothing receives as much credit as the one who was faithful to the end.

The public schools of Litchfield opened on Monday, September 15, under the superintendency of Prof. J. M. Bowlby, with 746 in attendance the first day. The other teachers are as follows: G. E. Ayres, high school; Misses Jennie Rogers, Ella Clark, A. C. Tyler, Louise Bockewitz, Mary Wood, Ida J. Russell, Della Warren, Anna Cummings, Betsey Wallwork, and Mrs. Hattie Parish; First ward: Mrs. E. C. Hewett, and Misses Fanny Hood, Anna Ryan, Rose F. Duggan. G. E. A.

#### RICHLAND COUNTY.

The Olney public school opened September 1, with an enrollment of 900.

A large club was raised for the JOURNAL during the Normal. Of the many educational journals taken in this county, the JOURNAL is the most highly appreciated by our teachers.

Under the supervision of Prof. Edwards, assisted by the efficient principal of the high school, Prof. O. J. Bainum, the Olney school is in a more prosperous condition than ever before.

Miss Bertha Kitchell, one of the most successful teachers of this county, has accepted a position in the high school of Flora. As an excellent teacher and accomplished lady she will be missed.

The most successful session of the County Normal ever held in the county, closed July 28. Prof. Seymour, of the Northern Normal, was present the last week, and aided in the institute work. His work was highly appreciated. As a result of a thorough drill, the teachers are enthusiastic, and are entering into their school work with more than wonted vim.

Three of our teachers, Misses Mary and Nettie Hunter and Miss Luella Clark, will attend the ensuing session of Northern Normal University. This is a step in the right direction. When our teachers fully appreciate the benefits to be derived from a drill in our State Normals, and avail themselves of the opportunities, a new dawn will open in the history of schools. x.

#### BUREAU COUNTY.

The first session of the Educational Association will be held in Princeton, October 25.

Charles B. Moore has four assistants in the Sheffield schools. This is his second year.

C. P. Snow began his sixteenth year as superintendent of the Princeton schools, September 1.

Tiskilwa pays A. W. Hussey the highest salary paid in the county outside of Princeton.

Prof. Watson remains at Wyand; Prof. Andrews at Walnut; and L. Kendall at LaMoille.

W. J. Hussey, of the University of Michigan, is engaged at Ohio; Prof. Lark at Neponsit; and Mr. Brainard at DePue.

Prof. Raymond is in charge of the Princeton high school, with Miss Emma V. White, high school teacher; Mr. Smith, teacher of languages; and Mr. Bannister, teacher of science.

Mr. Lewis Dysinger, a Bureau county teacher for nine years, is attending school at Normal this year. He has the reputation of doing the best of work wherever he has been engaged.

The district schools of Bureau county are among the best in the State. Many of the teachers in them are old in experience, and on the alert for the best educational thought in the land. Many attended the institute held by Supt. Miller, and will carry much valuable new work into their schools this year.

The educational exhibit at the county fair was much better this year than ever before. The large building was completely packed with school work, the ungraded schools showing as good work as the graded schools. Of the ungraded schools, Mr. F. M. Herrick took the first premium upon general exhibit, and Mr. Houston the second. Mr. Houston received first for map drawing, and Mr. Herrick second. The blackboard maps from Mr. Herrick's school were magnificent. For general exhibit in graded school work Neponsit received first premium and Tiskilwa second. The art department of the Princeton high school had a fine exhibit. A portion of Supt. Miller's geological cabinet relieved the eyes of any who were not interested in written work, and instructed those who were seeking names for specimens. The exhibit of pressed and mounted botanical specimens was very good. Most of this work came from ungraded schools, and shows clearly that something more than the three R's receives attention in Bureau county.

#### CRAWFORD COUNTY.

The Crawford County Teachers' Institute was held at Robinson during the week beginning August 25. Nearly all the teachers of the county were in attendance. Supt. Hiser had secured the services of several live instructors. Great interest was taken in the philosophy of education, methods of teaching, and in educational literature. The practical was sought in everything. L. E. Murray, of Palestine; J. H. Warvel, of the Terre Haute Normal; I. N. Folts, of Chandlerville; and R. R. Reeder, of the Illinois Normal University, were the instructors. A very successful normal term of several weeks was held previous to the institute.

#### SPRINGFIELD.

Miss Kate Webster, of the Stuart school, has resigned on account of failing health.

Miss Anna McCrillis is granted a temporary leave of absence, and is now in Texas.

The Summer Institute was attended by over 200 teachers of Sangamon county. Their work was characterized by an unusually enthusiastic educational spirit, promising much for the prosperity of our country schools.

Extensive repairs and improvements have been made during the summer in the various school-buildings of the city. The woodwork has been painted inside and out, the walls calssomined, new floors laid, and two new rooms have been added to the Edwards school.

Twelve Springfield teachers attended the National Association at Madison, Wis., four of whom are ladies

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**ILLINOIS SCHOOL JOURNAL,**

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teaching in the high school, and three others, first assistants in the ward schools. The only gentlemen there from Springfield were the superintendent and one ward school principal.

There are at present 67 teachers employed in the schools, and pressing need of more, were there only other rooms to accommodate the children. There are over 2,400 pupils in the ward schools, and 227 in the high school—77 boys and 150 girls. The senior class numbers 34—10 boys and 24 girls.

Miss Baumgardner, a graduate of the State Normal school, is the principal of the Teachers' Training school. She is a woman of fine professional education and ripe experience, and is familiar with the best schools in Illinois and other States. She comes to her work with much enthusiasm, and is most heartily welcomed. Miss Darcy, the former training teacher, is appointed principal of the new McClernard school.

Miss Augusta Trapp, who has taught in our schools for over seventeen years, resigned her position last summer. In July she married Mr. David Raab, brother of Supt. Raab, of Los Angeles, Cal., where they are now living. Mrs. Raab was one of our best teachers, and the thanks of the Board of Education were expressly tendered her for her long and faithful service. Miss Augusta Schlitt was promoted to her position, that of primary teacher in the Douglas school.

Of the six teachers in the high school, the principal is a graduate of Missouri State University; one of the ladies is a graduate of the State Normal; another, of Knox College; another, of Massachusetts State Normal and of Antioch College; and two others, one lady and one gentleman, graduates of Michigan University. The principal has a Missouri State certificate, and one of the ladies has State certificates from three States, including Illinois. One of the ward school principals has a certificate from this State, and another is a graduate of Yale. The superintendent also has a State certificate, making three from Illinois in this city.

#### OREGON TRAINING SCHOOL.

Died, September 4, after a protracted illness, Allie Harvey, at her home in Sandwich.

Of the nineteen certificates granted after the late State examinations, seven were given to students of this school. Sixteen of the school now hold State certificates. Six more have made the required average, and can complete the work next year.

Following are the addresses, for the present school year, of some of the students who are employed as superintendents, principals, and assistants:

Mr. and Mrs. J. Q. Adams, Des Plaines; M. M. Alden, Durand; Geo. Blount, Macomb; Jason Bellows, Grand Detour; Zetta Burbank, Rochelle; Nellie Burke, Galva; Mr. and Mrs. J. T. Bowles and Belle W. Hobbs, Decatur; Mollie Cogdal, Petersburg; Cora and Carrie Carpenter, Golden, Col.; Anna Dixon, Belvidere; D. S. Elliott, Belleville; Mrs. L. C. Gibbs, Thebes; J. M. Humer, Danville; Camilla Jenkins, Butler; T. C. Kohin, Braidwood; C. H. Kammann, Mascoutah; J. H. Ketterman, Brookville; D. R. Michener, Orion; Stephen Mason, Kirkland; Hattie Mason, Sterling; Emma Nazarene, Dallas, Iowa; James Ridgway, Stillman Valley; Carrie Rich, Normal; Mr. and Mrs. E. Shannon, Payson; Imo Webster, Clear Water, Kansas; F. C. Willson, Wyoming; Anna Wright, DeKalb.

#### A PARTIAL LIST OF ILLINOIS PRINCIPALS.

##### ADAMS COUNTY.

		Ass'ts.
Adams	F. H. Lummis	1
Camp Point	S. F. Hall	7
Clayton	H. M. Anderson	5
Coatsburg	W. S. Gray	2
Fowler	W. E. Enlow	1
Golden	L. E. Thomas	1
La Prairie	J. F. Riley	1
Liberty	A. B. Call	1
Lima	M. B. Keath	1

Loraine	Jno. Pratt	1
Mendon	A. Stevenson	3
Payson	Edward Shannon	3

##### BOND COUNTY.

Beaver Creek	James Barklay	1
Greenville	James C. Burnes	11
Mulberry Grove	Wm. J. Creswick	2
Old Ripley	John Comer	1
Pocahontas	George W. Powell	2
Reno	James Donnell	1
Sorento	Olive Buchanan	1
Woburn	James Vaughn	1

##### BUREAU COUNTY.

Arlington	W. H. Hill	2
Buda	Joseph F. Lyon	4
De Pue	F. G. Brainerd	2
Dover	Emma Harford	1
Lamotte	L. J. Kendall	1
Malden	W. H. Mason	1
Mineral	G. J. Slatts	1
Neponset	F. E. Lark	3
Ohio	W. J. Hussey	2
Princeton	C. P. Snow	12
Providence	Fannie Dexter	1
Sheffield	Chas. B. Moore	4
Tiskilwa	A. W. Hussey	4
Walnut	G. W. Andrew	2
Wyand	C. A. Watson	3

##### CLINTON COUNTY.

Aviston	Henry Gramann	2
Breese	Henry Schmidt	1
Carlyle	Leander Messick	7
Huey	M. L. Cole	2
Trenton	Z. T. Remick	4

##### COLES COUNTY.

Ashmore	E. O. Humphrey	1
Charleston	E. J. Hoenshel	15
Humbolt	John M. Bishop	1
Mattoon, East Side	I. L. Betzer	14
West Side	H. F. Baker	14
Oakland	Theodore H. Haney	4

##### DE KALB COUNTY.

Cortland	S. F. Parson	2
DeKalb	J. L. Curtis	10
Genoa	David Gibbs	3
Hinckley	F. Lattin	2
Kingston	J. G. Lucas	2
Kirkland	S. G. Mason	1
Malta	D. G. Hays	3
Sandwich	C. I. Gruely	10
Shabbona	G. N. Maxwell	2
Somonauk	Lizzie Benedict	3
Sycamore	A. J. Blanchard	12
Waterman	W. F. Weston	1

##### DU PAGE COUNTY.

Downer's Grove	George Fiescher	3
Elmhurst	R. H. H. Blome	1
Hinsdale	F. C. Cole	5
Lombard	H. I. Harter	5
Naperville	Samuel Meek	4
" Lisle School	W. O. Seibert	2
Prospect Park	Jas. H. Conklin	1
Turner Junction	Miss H. F. Yakely	5
Wheaton	J. K. Rassweiler	4

##### EDWARDS COUNTY.

Albion	John Marten	5
Bone Gap	(Principal not secured)	1
Grayville	C. M. Pitner	2
West Salem	C. F. Nickerson	2

##### FORD COUNTY.

Cabery	L. O. Putnam	1
Elliott	Amelia Richardson	1
Gibson City	I. O. Jones	6
Melvin	D. G. Foreman	1
Paxton	A. C. Kishel	7
Piper City	O. D. Button	3
Roberts	F. E. Bonney	1
Sibley	Koscie Clinebell	1

##### GREENE COUNTY.

Carrollton	David Feimley	8
Greenfield	D. O. Witmer	6
Kane	Sylvester Smith	1
Rockbridge	J. N. Kelly	1
Roodhouse	Rev. D. H. Starkey	5
Whitehall	Geo. M. Herrick	9

##### GRUNDY COUNTY.

Braceville	O. L. Ray	4
Gardner	J. N. Wayman	6
Morris	L. T. Regan	16

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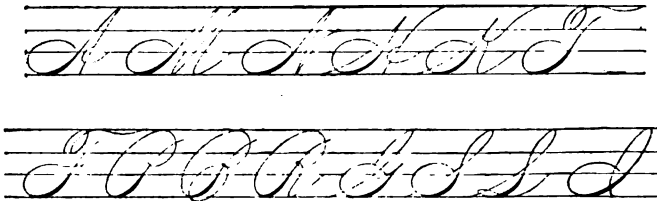
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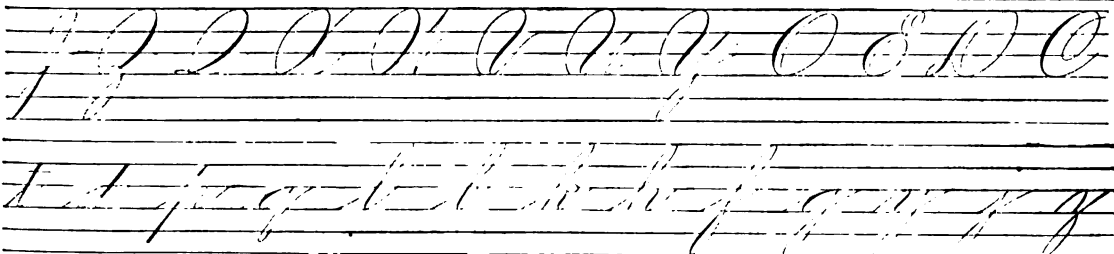
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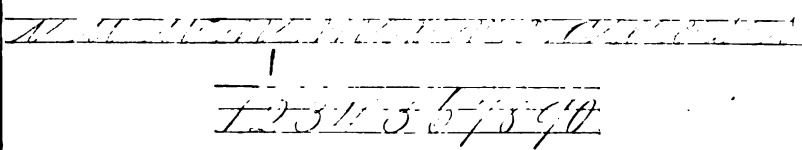
**Capital Letters** should be made three spaces in height. The small *s* is taken as a standard of measurement. The *Capital S* as it occurs in the above letters, should be shaded below the center. The oval should be about  $1\frac{1}{2}$  spaces in height.



The small *i*, *l*, *k*, *s* and *f* extend three spaces above the base line and cross at  $\frac{1}{2}$  their length. The small *f*, *j*, *g*, *y* and *z* extend two spaces below the base line. *Loop Letters* are  $\frac{1}{2}$  space in width.



The thirteen **Small Letters** are each one space in height, except *r* and *s*, which are  $1\frac{1}{2}$  spaces.



The *t*, *d* and *p* extend two spaces above the base line. The *r* and *s* extend  $1\frac{1}{2}$  spaces below the base line.

The small *s* is taken as the standard of measurement in regard to *height* and *width* of *Capitals* and *Small Letters*. A space in *height* is the height of the small *s*. A space in *width* is the distance between the two downward strokes in the small *s*. All letters are formed upon a *slant* of 50 to 52 degrees from the horizontal to the right of the vertical. *Connecting Slant* varies from 20 $\frac{1}{2}$  to 35 degrees. The usual distance between small letters is  $1\frac{1}{2}$  spaces, except in the *d*, *g*, *q* and *a*, where it is  $2\frac{1}{2}$  spaces. The dot of the small *i* and *j* should be one space above each letter. Cross the small *i* at  $\frac{1}{4}$  its height.

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# ILLINOIS SCHOOL JOURNAL.

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## TALKS ABOUT BEES.

BY E. A. GASTMAN.

### IV.

In the last one of these talks (see April number), I tried to trace for you the life of a bee from the egg to the time it came out a full-grown insect. If you do not remember what I said about these interesting little animals, it may be well for you to turn back and read the story over again.

I have already told you that the queen is the mother of the whole colony. She lays the eggs from which all the bees are raised. If she dies, the whole colony will soon be dead, unless a new queen can be furnished in some way. But you must remember that this does not happen because the bees are discouraged, as some of the books will tell you. It is simply because a bee does not live more than six or eight weeks in the summer. So if no eggs are laid, and no young bees are hatched to take the place of those that die from day to day, of course the whole colony will soon be dead. But you must remember also that this is not true in the winter. Unless they become diseased in some way, the bees that are in a colony on the first of October will nearly all be alive on the first of the following March. But as I have already told you, young bees will begin to hatch in many colonies by the middle of February, so, although the old bees will die quite rapidly after they begin to fly in the spring, the colony will be kept up by the young ones that are hatching out every day.

I propose in this article to tell you a few facts about these queens. There is nothing

more strange and wonderful in the whole range of natural history than some of the things pertaining to the queens.

As already stated, a worker bee lives from six to eight weeks, when he dies of old age; but the queen lives from one to five years! When she deposits eggs in one kind of comb "workers" will be produced, but if these same eggs are placed in comb with cells of a different size, "drones" will be hatched! No one has yet offered a satisfactory explanation of the fact just stated.

If the queen lays eggs before meeting a drone, the eggs will hatch, but all the bees will be drones. The same thing is frequently true towards the end of her life; that is, old queens often become what the apiarians call a "drone layer," meaning by this that her eggs will hatch nothing but drones.

If the queen dies, or is taken from the colony, the bees at once proceed to raise one to take her place. This they can do if they have, in the hive, eggs or young bees not more than three days old. The operation is about as follows: They tear down three cells of the common worker bees and destroy the larvae in two of them; then, in the place of these three, a large cell is built, which looks almost like a peanut shell, but is not quite so long. This cell is filled with very rich food, upon which the larva, or young bee, feeds very voraciously. In sixteen days a queen will hatch from this "queen cell," as it is called. In about five days she will fly out to meet a drone, and in five or eight days more she will be laying eggs.

Now, please notice carefully what the bees have done. They have taken a little worm

that would have produced, under ordinary circumstances, a worker bee, which would live some six or eight weeks, and by enlarging the cell in which it lived, and by feeding more and richer food, have caused it to come forth a queen which will live from one to five years! Not only this, but the worker would be in the cell twenty-one days before it hatched, while the queen comes out in sixteen days!

When you are told that the bees discover the loss of their queen immediately, and proceed at once to start these queen cells, so as to raise another to take her place, I think you will agree that they are very wise little chaps. Now this is just what takes place in every colony at swarming time. The old queen goes off with the young swarm. How many of you now see why this *must* be true? Quite often preparation is made in the old colony before the swarm leaves, so it is not an unusual thing to find queen cells pretty well developed at the time when the swarm goes off. But this is not always true. I have often looked into colonies immediately after a swarm had left, and found no queen cells started. Of course, in such a case, the bees at once begin preparations for supplying the colony with a new queen.

If the queen dies when there are no eggs nor young larvae in the hive, the colony must perish, as there is no way by which the loss can be supplied.

As stated in a former article, the raising of queens is an established business. When the apiarian wishes to raise queens, he first takes a queen away from one of his best colonies. The bees then build a number of cells, varying from two to fifty. When these queens are just ready to hatch, a number of small colonies are prepared by putting two or three combs, and, say, a quart of bees into a hive. One of the queen cells is then carefully cut out and inserted in a comb of each of these small colonies. The queen soon hatches, and in about eight or ten days will begin to lay eggs. As soon as this occurs she is ready for sale, and if the owner has an order he takes her out and puts her in a little box with about a dozen bees and some food, and for two cents postage he can send her to any part of the United States. If he has some more cells ready, one will be put into the small colony

from which the queen has been taken, and the operation will be repeated.

During the present summer, I have received three queens from Munich, in Germany, *by mail*. They were as lively on their arrival as though they had travelled but a few miles.

In the last of these talks I will tell you something about the various kinds of bees, and possibly something concerning the various kinds of hives.

#### ✓ HOW HIGH SCHOOLS MAY BECOME ACCREDITED.

The following is a reply to a letter addressed to Dr. Peabody, Regent of the University, at Champaign, asking how high schools may become accredited:

*My Dear Sir:*

The trustees of this University have granted to its faculty authority to appoint one or more schools in each county, whose graduates may be admitted to the University without examination, upon their diplomas, or certificates of graduation. It is required that the schools so recognized shall be public high schools of the first grade, whose courses of study, actually carried into effect, are such as will insure in the graduates the preparation necessary to enable them to undertake successfully the work of our college courses.

The University has never asked schools to become accredited, farther than to give notice that steps would be taken toward such relationship if the authorities desire it. When application is made by the trustees or officers of any school, a statement is asked of the course of study adopted for the school.

As a matter of course, if this should be found to be not as extensive as the conditions require, no farther steps need be taken. It is frequently the fact, however, that the work actually done, in a given case, does not fill up the programme laid down in a printed course. If the course is satisfactory, an officer of the University, more frequently the Regent, visits the school and makes a personal inspection of it, reference being had to the extent, character, and thoroughness of the work, both in scheme and in performance, and to the questions: "Is this work likely to continue?" "Will this community probably furnish a suc-



cession of pupils of high school grade?" or, as is not unfrequently the case, "Is the present class only an occasional fruitage, not liable to be repeated in some years?"

The visiting officer reports his conclusions, and the faculty acts in accordance therewith. The tendency is inevitably toward too great leniency on the part of the examiner, owing to a desire to aid a faithful and hard-working teacher in his efforts to elicit the sympathy of his community in behalf of his work, and a natural unwillingness to offend. There is no doubt that schools have been placed on this list, and yet remain there, which are not in fact entitled to the distinction. It is also true that several important schools in the State have never been placed on the list, but so far as the writer is informed, this is not the fault of the University. It would be a delicate matter for the Regent to invite a high school principal to offer his school for examination, when the result might, perhaps, not be acceptance.

It not unfrequently happens that the overture comes from an ambitious teacher, who has lately taken hold of a school that has been mismanaged, and is, in fact, a hard field. He wants all the aid he can get, and thinks, perhaps, near the close of the year, when contracts approach renewal, that the endorsement of the University will help him personally to greater confidence in his community, or to a better salary, or a better place. Not unfrequently a deficiency is discussed, which the teacher, in good faith, promises shall be made good, making a promise which cannot be fulfilled without the aid of his school board, which aid he is not always able to command. The conclusion is inevitable that schools should not be accepted upon promissory notes. They must be taken for what they are believed to be, rather than for what they hope to become.

In a few prominent places the schools are so well established as to have a character of their own, independent of the officers at any time in charge. In most cases the teacher makes the school, and a change of teachers makes a change in the school very probable. For this reason the faculty has determined that any school shall be liable to reinspection after a change in administration. The University of Michigan inspects its accredited

schools annually. The Industrial University would be glad to do the same, but at present such a course is not feasible. There are several schools in the list which have changed hands lately, and may expect visitation in the near future. The visit is without cost to the school.

The University has been asked to provide a specific course of study, which it will demand from its accredited schools. This request has been declined, for what seem to be obvious reasons. The officers of the University are mindful of the fact that very few high school pupils will pursue their education in any higher institution. Their work is ended there. The business of the school officers is to provide first for the many who will never go farther, making such a course of study as will meet best the wants of these pupils. If that course will, at the same time, meet the requirements of the University—well. If it is not possible to do both, the teacher should be content to do that which is nearest to him, and let his school remain unaccredited. What, then, does the University desire?

1. The common English branches, well and thoroughly grounded.

2. Mathematics as far as, and including, solid and spherical geometry. This is especially important for all technical courses.

3. Natural sciences, including the elements of physics, botany, and physiology. The attainments desired are not so much knowledge of facts as something of the spirit of inquiry and investigation which these subjects, rightly taught, will inspire. Especially do we desire that all the fashionable, patented, short cuts should be avoided.

4. English composition and rhetoric, to such an extent that a student can write a respectable letter, can use plain English simply, and know where to put his stops and capitals.

With these subjects a student may enter any of the technical courses.

For the literary courses, a student should have as much Latin as is required by the best literary colleges, including a reasonable amount of Cæsar, Cicero, and Virgil. Hereafter it will be expected that those who come as accredited students for these literary courses shall have done this work at their

homes in their own preparatory schools, and that their credentials shall certify to the facts. Students have been allowed to enter without Latin, with the condition that they would "make up" Latin before graduating. Experience shows that this arrangement is very undesirable. The work is done at great inconvenience, and not in its proper time, or with its proper relationships to the studies which follow. The time has not yet come when we can say to all candidates for the literary course, do first this work, but we can say to our accredited schools, or to schools worthy to be accredited, you should do this for your pupils.

The University will not accept grades from any school for partial work. It will not, hereafter, accept diplomas after they are one year old. At the University of Michigan this limit is made three months. Of course, the examinations of the University are always open, and any person may be admitted who can satisfy them. The whole system of receiving pupils as accredited is liable to the serious objection that in a measure it fosters the hot-bed cramming system, which puts pupils through an examination just as they are fresh from reviews and puts a trade-mark on them, and counts them as "done," even though the whole net product shall leak out in a fortnight. Our candidates invariably complain that they are "rusty," but we would prefer even a moderate examination from a "rusty" student than rest on the stamp hotly impressed when the subject was just fresh from the mint.

As to your suggestion that the schools may lead to the preparatory class, we make this answer. Any county superintendent may examine any applicant from his county, and if he finds him fitted to receive a teacher's certificate of the second grade, age not being considered, his statement of the fact will admit the person to our preparatory class. The arrangement is direct, simple, and efficient.

The system of accredited schools has not as yet done the University the service that was expected by its projection. Of the thirty-three schools now on its lists, more than half have never sent a student to our classes. More than three-fourths of the students who have come to us through this channel have come

from the adjacent schools in Champaign and Urbana. This statement emphasizes the impression that in many cases it was the teacher and not the school that was accredited. Meanwhile there seems to be an almost insane desire to avoid examinations. Pupils, and parents, and teachers, and superintendents, all strive by every means to help candidates to climb in some other way than by examinations. A leading teacher writes me, not in these words, but to this effect: "I send you one of our graduates, A. B. He is a brilliant fellow, capital student, smart as a whip, will do you credit, and we will stand or fall on his record; but for mercy's sake *don't examine him!*" The sequel reminds me of William Henry's vase, when he dropped it: "I didn't know it was so rotten!"

Meanwhile, in season and out of season, with what power we have, we are striving to do such work as may make us worthy to be known as the University of Illinois, and not a high school for Champaign or any other county. Yours, S. H. PEABODY.

## HIGH-SCHOOL GRADUATES—WHY SO FEW ?

BY S. Y. GILLAN.

The discussion of this question, begun in a recent number of the JOURNAL, if generally read by those outside of the school-room, ought to correct some erroneous notions that are far too prevalent concerning high-school instruction.

Mr. Wadsworth's view of the matter, as expressed in the August JOURNAL, may be pessimistic—as Mr. Barton alleges—but it is correct. While human nature and the conditions of American life remain as they are, and while the standard of requirements for graduation is held as high as it ought to be, we shall not see a large increase in the number of those who complete the course. This, however, is not a matter of regret; it may be seriously questioned whether much of an increase in the number of graduates would be desirable.

Let us examine the facts in the case and find what conclusions may be drawn from them.

The following list includes all the cities in the State containing 5,000 inhabitants and

upwards, which, according to their published reports for 1882, maintained high schools with courses extending over more than three years, and whose annual enrollment exceeded 80 for that year:

	High School Enrollment.	No. of Graduates.
Aurora, East Side, . . . . .	85	14
Bloomington, . . . . .	160	22
Chicago, S. Division, . . . . .	391	34
"    N. Division, . . . . .	297	23
"    W. Division, . . . . .	689	74
Danville, . . . . .	85	8
Decatur, . . . . .	216	17
Evanston, . . . . .	141	20
Freeport, . . . . .	125	9
Galena, . . . . .	105	4
Jacksonville, . . . . .	120	14
Joliet, . . . . .	90	5
Lake View, . . . . .	86	17
Ottawa, . . . . .	164	19
Peoria, . . . . .	256	20
Quincy, . . . . .	127	13
Rock Island, . . . . .	101	12
Rockford, East, . . . . .	120	13
"    West, . . . . .	120	14
Springfield, . . . . .	176	21
Streator, . . . . .	100	9
Totals, . . . . .	3,754	382

For 1880, the aggregate enrollment in eighteen of the above named schools was 350 less than in 1882. (The reports of Rockford and Joliet for 1880 are not at hand.) The difference may be regarded as the natural increase on account of the growth of the cities. It is fair, then, to assume that during the four years in which these 382 graduates were in school, the annual enrollment in these twenty-one cities was about 3,400.

Let it be remembered that this enrollment includes all who were members of the school at any time during the year, even those who were present only a week. Now, had all who entered staid the full four years and completed the course, the number of graduates would have been 850, or one-fourth of the whole enrollment. A planing-mill can be made to produce that sort of uniformity in results; so can a sausage-grinder. A number of rough boards go in at one end of the planing-machine, and just as many come out, all polished alike. But human souls are not to be managed like so much lumber, all cut to the same gauge and tied into bundles of uniform size. In this motley world, with all its many-sided, complex possibilities and unforeseen emergencies, there are countless causes, good and sufficient, that may cut short the school days of a student. A few of the pupils die; some get married; a few are ex-

pelled; others go to higher institutions of learning, preferring the preparatory year in college to the last year in the high-school; a large number find employment, and their parents need their help to support the family; some lack the mental capacity to do the work required, and drift into the go-as-you-please private schools where everything is "so nice and easy;" more get tired and quit.

And yet here in these high schools of Illinois we find that while there would have been 850 graduates had the machine ground them out with planing-mill precision and uniformity, and there had been no deaths, no sickness, no absence, no slips, mishaps, accidents or failures of any kind,—out of this possible 850 there were actually graduated 382. About 45 per cent. of the machinist's ideal was realized. The manifold exigencies of life thinned the ranks in four years by 55 per cent.

How does this compare with results in other educational fields?

Here is a bunch of catalogues and reports of city schools, of recent date. Tabulating the total enrollment under the heads high, grammar, and primary schools, including under the last the first four years of the child's school life, and under grammar schools, the second four, we get the following:

#### ENROLLMENT.

CITY.	Date.	Primary.	Grammar.	High School.	High School Graduates.
Springfield, Ill.	1883	1888	738	178	20
Denver, Col.	'82-3	4313	1250	181	22
Peoria, Ill.	1883	2783	1265	232	21
South Bend, Ind.	'79-'80	503	341	104	9
Moline, Ill.	1879	773	486	64	14
St. Joseph, Mo.	1883	2568	1827	204	25
Indianapolis, Ind.	1879	8308	3498	520	49
Paris, Ill.	'79-'80	309	211	100	13
Chicago, Ill.	'82-3	58075	12950	1436	146
Denver, Col.	1881	2784	743	132	19
Plymouth, Ind.	1882	424	250	36	7
Danville, Ill.	'84-4	1672	484	81	5
Totals		84400	24043	3268	350

The enrollment indicated in each column above is the accumulation of four years, but the number of graduates is for one year. Assuming this to be the average number, these schools would graduate 1400 from their high schools in four years. Now let us see where the falling off comes in. The enrollment in

the first four years is 84,400; of these only 24,043, or about twenty-eight per cent. are enrolled the next four years; and of these again, only 3,268, or less than fourteen per cent. are in the high school; but of this number, 1,400, or nearly *forty-three per cent.* pass on to the next grade,—the school of life, or to the institutions of higher learning. (Note the striking similarity in the ratio of graduates to total enrollment in these schools taken at random from several States, regardless of the size of the cities, and in the twenty-one above, which include all of a kind at a certain date in Illinois.)

What results do we find beyond the high school? The following statistics of some of our western colleges, normal schools, and universities will at least help to answer the question:

	Date.	Enrollment.	Graduates
Purdue University, (Ind)	1881	92	8
Northwestern University.	1882	161	24
Illinois Industrial University.	1882	281	35
Illinois State Normal Univ.	1884	489	24
Southern Illinois Normal Univ.	1883	167	10
Indiana State Normal School.	1884	646	32
Cook County Normal School.	1881	223	8
Illinois Wesleyan University.	1880	83	10
Agricultural College of Mich.	1882	249	33
Wabash College, (Ind).	1883	95	15
Jacksonville Female Seminary.	1881	100	9
Totals.		2586	208

As before, the 2,586 represents the accumulation of four years\*; and if this is a fair average, these institutions will graduate 832 in four years—only about *thirty-two* per cent. of the enrollment.

Query: When a western college graduates annually more than ten or twelve per cent. of its enrollment, is not the fact at least good cause of suspicion, if not *prima facie* evidence of laxity in the requirements? Why *western*? Because those great establishments in the east have a very different class of students—the “remnant” left after many and severe winnowing processes.

To return to the high-schools: Of sixty-eight high schools of Illinois whose reports for 1882 have been examined, and in which the course of study is only three years, the

per cent. of graduates on whole enrollments (estimated on same basis as above, by multiplying the annual number of graduates by three), is thirty-eight.

If the above data are worth anything, they point toward the following conclusions:

1. It is not from the high school, but from the grades below that the attendance falls off most rapidly.

2. Measured by its ability to hold the pupils, the high school is doing its work more than three times as well as the grades next below it, far better than the first four grades, and considerably better than the institutions above it.

3. A three years' course is no more likely to be finished than a longer one.

4. The popular opinion that the high school should make more graduates than it does needs to be revised.

If the object were merely to have large “classes” at each annual recurrence of commencement day, the matter were easy enough. Every principal who holds the reins with a reasonable degree of firmness knows that by relaxing his grip he can easily increase the number of graduates. But if a diploma is to mean anything, if the school is to impart the discipline of doing, which comes only from hard work, then, for the present at least, the law of the “survival of the fittest” will operate against large classes. Take the people of any city on the average, “just as they run,” and will you find more than fifty per cent. of them who are such that their offspring are likely to have sufficient physical, mental, and moral stamina to endure four years of continuous work, after having been experimented upon by eight different teachers in as many years?

Human nature is not essentially different in the high-school pupil from what we find in the adult. It is subject to the same weakness, the same weariness, and the same kind of discouragements. How many men and women are strong and brave enough to begin and carry through to successful completion an undertaking which involves four years of persistent labor?

About the boys—Heaven bless the boys! Keep them in school as long as you can, but if you succeed well in this direction, they

\*The course of study in the Cook County Normal School, also one of the courses in the Illinois State Normal University and Indiana State Normal School are only three years. Were the computation carried out so as to correct this discrepancy, it would make a slightly better showing for the high schools as compared with the higher institutions.

must come in contact with men more than they now do in their school work. All honor to woman's work in the school. Much of it in certain grades is better than man's can be; but the boy needs the stimulus of masculine authority and influence, else he comes to regard school work as fit only for women and girls, and longs for a "business" position. The effeminate disposition of the widow's only son is the result of the abnormal preponderance of woman's influence.

### GENERAL EXERCISES.

BY H. J. BARTON.

#### SOCIAL SCIENCE.—MONEY.

##### ABBREVIATIONS.

- B. Bowen's Political Economy.  
 C. Carey's Social Science, Vol. II.  
 F. Fawcett's Hand-Book of Finance.  
 M. Mill's Political Economy, Vol. II.  
 McM. McMaster's History of the People of the United States, Vol. I.  
 S. Say's Political Economy.  
 Sp. Spofford's American Almanac, 1884.  
 St. Sturtevant's Economics.  
 W. Walker's Political Economy.  
 We. Wells's Robinson Crusoe's Money.

1. If you have been exchanging one bushel of wheat for a yard of cloth, and then money is introduced, when you find that a dollar is the equivalent of the wheat, what use does the money perform?

2. If you pay the dollar for sugar, what additional use can you see? Frame the definition of money.

3. Definitions of money and its two uses. B. 237. C. 295, 343. W. 127, 142. We. 22.

4. Barter, define. Inconveniences. C. 295, 299. M. 18. S. 218. W. 126. We. Chapt. III.

5. Advantages of the use of money. C. 297, 343. St. 69. W. 125. Thomas More, in his Eutopia, proposed to do away with money in domestic business. German socialism goes further and banishes it entirely from the State. Woolsey's Communism and Socialism, pp. 92, 215.

6. Substances that have been used as money. B. 256, 257. C. 295. McM. 264-265. Note S. 219-220, 222, 281. W. 129-130. We. 22, Chapt. V. Notes, p. 35.

7. Why the precious metals have been finally selected. B. 257-258. C. 295-296, 355. M. 19-20. S. 222. St. 71. W. 130. We. Chapt. VI.

8. What objections to paying in kind?

9. Money, like every article possessing value, has two general qualities, *desirability*, and *difficulty of attainment*. What special qualities should it possess?

10. Gold and silver possess these qualities in a degree higher than any known substance, still their value (their purchasing power) is not constant. This fact is expressed by the phrase, "decline in the value of money." B. 294-311, particularly 297-299. F. 129-140, particularly 130-136. W. 147-148. Also Smith's Wealth of Nations, 154-181.

11. To prevent this variation, the "multiple standard of value" is proposed. M., Chapt. XV. W. 363-364. Give the illustration.

12. Compare the variation in price of wheat, corn, oats, and pork, for fifty years. Sp. 100-102.

13. Coinage; free; gratuitous; seigniorage. B. 261. M. 21. S. Sec. IV, 228, 258, 263. W. 131-132, 140-141. Notes, 151-152.

14. Mints of the United States; where situated? Where that of France? Of England? The earliest reference to coin you can find? Origin of thaler and dollar? F. 22.

15. Bimetallism. The gold-using countries. The silver-using countries. B. 265. F. 264. M. 46. W. 406-413.

16. The standard coins of Canada, Mexico, Austria, Belgium, France, Great Britain, Germany, Holland, and Russia, and values in United States money.

17. The coins used in the territory now embraced in the United States, from the first settlements till the time those ordered under our present constitution were struck. F. 171. McM. 22, 189-191, 264-265, 299-301, 587, and note.

18. History of our present gold and silver dollar. F. 171, 175, 180. The Bland Bill. Sp. 94.

19. The subsidiary coin of the United States under the Constitution. Legal Tender for how much? F. 171, 177, 178, 180.

\*20. The exchange power of money depends: *a.* on demand and supply. M. 26. *b.* on cost of production. M. 37. Former defined, M. 27. W. 92-93. Latter, M. 27, 31-32. W. 136.

21. Effect of increase of money on general prices. C. 447-448. M. 29. S. 308. W. 137-138.

22. The quantity of money needed in a country. B. 245, 276. M. 44. S. 311-314. W. 125.

23. How much money in the United States? Sp. 93. In Great Britain? In France? In Germany? F. 82. In the world? F. 95.

24. Currency or paper money. B. 242. M. 88-89. S. 280. St. 95. W. 159.

25. Examples of Convertible Paper; its desirability. B. 252. C. 366, 429. F. 38-46. S. 270-280. St. 95-97. W. 176-177. We. Chapter VIII.

26. Suspensions of Specie Payment. Great Britain, F. 57. France, F. 57. Russia, F. 61. United States, under the System of State Banks, and also in Civil War. B. 348. Consult also some writer on United States History.

27. Examples of Inconvertible Paper. B. 337-342, 347-349. Bancroft, Vol. IV, 51, 83. M. 95. Ridpath's U. S. History, 149. W. 160-162. We. 24-25, and Chaps. IX, X. XI.

28. What determines the purchasing power of Convertible Paper?

29. What determines the purchasing power of Inconvertible Paper? F. 62. M. 120. W. 166.

30. Gresham's Law. M. 90. S. 280. St. 86. W. 142.

31. A "Tight Money Market." "Hard Times." B. 249. McM. 299 and following. W. 188.

32. History of the Greenback and National Bank Bill. How many of each now in circulation? The differences between them? B. 347-349, 367-368. F. 184, 186, 188, 190. Sp. 94. Examine the Constitution to find, if possible, an article forbidding the government to make Greenbacks legal tender. Ascertain

the decision of the Supreme Court on this point.

33. The steps necessary to issue National Currency. B. 368, 379. F. 203, 206, 213-214, 218. St. 98.

34. History of Paper Money in the United States, up to the issuing of Greenbacks and National Currency. B. 370. Bancroft, Vol. III, 186, 209, 349-358, 387-389. Vol. X, 168-170, 396-398. Bryant, Vol. III, 130-133, 187-188. Vol. IV, Chapt. XXII. McM. 282-304, 331-347.

35. Bills of Exchange: *a.* Foreign, called bills. *b.* Domestic, called drafts. History and uses. B. 282-283, 289. M. 55-56. S. 255-256. We. 56 and note.

36. Coins of Exchange. Par of Exchange with England and France. B. 283-285. F. 19-20, 182. S. 266. Consult the monetary columns of the *Tribune*, *Times*, or *Inter-Ocean* for price of foreign bills.

37. The way to settle, by draft, a bill of one hundred dollars you owe in Chicago? If you receive a draft for the same sum, how do you obtain the money?

38. Accommodation Bills. M. 56-59. S. 267.

39. Cheques. M. 61-63.

40. Clearing House. B. 290-332. M. 62-63. Find the clearings at New York, Boston, and Chicago for a week. Consult larger Chicago dailies the first of the week.

41. Book Credits. M. 77-79.

42. Promissory Notes. M. 61.

43. Numbers 24, 35, 38, 41, and 42, are examples of Credit. Frame a definition.

44. Keeping in mind topic 21, what will be the effect on prices of great increase of credit? Consult topic 27. Give illustrations and the form of credit.

45. Find Mill's estimate of the relative power of each of the instruments of credit to raise prices; the estimate he quotes of the value of the Bills of Exchange in circulation at any one time.

46. Examine the money planks of the four parties who have made presidential nominations, and then determine if any of them are unsound.

\*Those who wish to study further this topic are referred to the first four chapters of Prof. Cairns on Value.

**A TRIP TO EGYPT AND THE PYRAMIDS.**

BY E. L. WELLS.

## II.

## ALEXANDRIA—DONKEY-BOYS.

After reaching the hotel, we took an evening walk about the city, and were immediately beset by a crowd of donkey-boys, who would persist in following us wherever we went. Our situation was laughable, as well as annoying. They would catch hold of our clothing, and in broken English say: "Him berry good donkey; take him, sir?; him name, Billy Barlow." "Good donkey; one ride, sixpence; him name, Ginger; you take him, sah?" Or, for us who were thought to be Americans, it would be: "Have a donkey, sir?; him splendid donkey; go like steam-gine; him name, Yankee Doodle."

And thus they would offer Capt. Snooks, Roger Tichborne, Dr. Kenealy, and others with such enticing names.

The pattering of the donkey's hoofs on the pavements was heard in every direction. They were carrying men and women of all nationalities, and of all costumes, sometimes two persons on the back of one, each able to carry the donkey on his shoulders.

Each donkey as it cantered along was followed by a donkey boy, usually from fifteen to twenty years of age, and dressed in a dirty, ragged, blue cotton frock, reaching from his shoulders to his knees, with a belt around his waist, and a skull cap, or a sort of turban, on his head, which was closely shaven, except where a tuft of hair was left upon the crown.

With a stick he would guide the donkey to the right and to the left, and urge him along, and frequently he would give him a hard push with both his hands.

Thus they will follow their donkeys all day long, and never get tired; for at different times they said: "Donkey-boy never get tired."

A common outer garment for men and women is a long, loose, white robe, reaching nearly to the ground, and for the Mohammedan women, who always go veiled upon the streets, this robe is also a covering to the head.

In the evening there seemed to be ten thousand of these ghost-like beings, as if they had

been turned out of house and home by some sudden midnight conflagration. Men, women, and children lay asleep along side of houses, on boxes, on the walks, in the streets, under the fences,—everywhere. The novelty of such an evening walk in Alexandria, the first in an oriental city, is beyond description.

## MORNING STREET SCENES.

In the morning I was awakened by noises on the street below my window, which was in the front of our hotel, and facing a park surrounded by streets, which were lined upon one side by houses made of stone or concrete, with flat roofs and balconies, and two, three, or four stories in height.

Soldiers were marching, many of them Nubians, black as coals, and showing their teeth as far as their faces could be seen.

Many of the citizens upon the streets were also Nubians; others were brown, some red, some white; of English, French, and a dozen other nationalities; in costumes from the simplest imaginable, in blue, red, and all other colors; some with red shoes, some with sandals, many barefooted; some with red fezzes, some with turbans, many bareheaded, and some were wearing the tourist hats and green goggles or spectacles, and carrying white, green-lined umbrellas.

Women were wearing black or white veils, reaching from below the eyes nearly to the ground, brass tubes, two or three inches long and an inch in diameter, being placed over their noses to keep their veils in position, as well as for ornaments; their eyelids and brows were painted black; their hands and nails were colored red; their faces, arms, and hands were tattooed; they wore rings by the dozens on their ears, arms, wrists, and ankles; and many of them were smoking the cigarettes so common in the East.

The universal boot-black was there; and the young Arab street-fight was there in all its pristine glory of head butting, hair-pulling, and most abominable yawling.

Donkeys were carrying baskets on their sides, so loaded with green grass that not even their ears could be seen; some were feeding upon cut grass, by the walks and streets; some were carrying crates of chickens, and many were jingling their bells as they cantered along on the pavements.

Camels were carrying great loads of grass, of stone, and of wood.

The dogs were many and poor; the horses fewer and poorer.

Peddlers were carrying rings of bread strung on long sticks, and others carried their goods on their heads on wide boards, which they would frequently place in the streets upon wicker frames that they carried about in their hands. They were selling oranges and other fruits, cakes, sponges, nuts, shoes, sandals, clothing, and jewelry.

Men were going about carrying goat-skins of water on their backs, and clapping brass saucers together to attract the attention of passers by.

Women, carrying baskets of greens on their heads, were driving goats along the streets, and the occupants of the houses would bring out their cups to receive supplies of fresh and unadulterated milk.

#### POMPEY'S PILLAR.

We went to see Pompey's Pillar, which is on an eminence about a third of a mile out from the southern gate of the city. We drove along by miserable houses, where barbers, blacksmiths, shoemakers, and other craftsmen, were busy at work in the narrow streets.

Ask an Egyptian how he is, and if he wishes to reply he is well, he will say *mab soob*; that is, he is able to spread out, or sit in the Turkish fashion. And the Egyptians are always *mab soob*, in mosques, shops, streets,—everywhere.

Men and women will sit in this position on chairs and benches, merchants on their shop floors when they sell goods, blacksmiths and carpenters on the ground when at work, and one native in the street with his head against the wall of a house, while another before him will shave all the hair from his head, except a small tuft on the crown.

Pompey's Pillar is about a hundred feet high. The smoothly polished shaft is of red granite from Syene, a town of Upper Egypt, and is about seventy feet high and ten feet in diameter. It is supposed that at sometime there was an equestrian statue on the top of its capital. Most people have read of some sailors taking lunch upon the top of Pompey's Pillar.

The name is a misnomer. It was erected by Publius, a prefect of Egypt, A. D. 296, in honor of the emperor, Diocletian.

Pieces of old statuary lie scattered about the Pillar, as if, sometime, there may have been a temple there.

Near by is a Mohammedan cemetery, with the large, round, white dome of a *wely*, or the tomb of a saint, and thousands of dilapidated, oblong, and white-washed monuments or graves, without fences, trees, grass or shrubbery. There was also, near by, the minaret of a mosque, where at day-break, at noon, at sunset, and after night-fall, the muezzin takes his stand on a high outer gallery, and in a loud, clear voice, calls to the Mohammedans: "God is most great; I testify that there is no Deity but God; I testify that Mohammed is God's apostle; come to prayer; come to security; God is most great"; adding at night and in the early morning: "Prayer is better than sleep."

#### SOME REPRESENTATIVE TRAVELERS.

Our Antiquarian kissed the Pillar, and chipped some relics from it; our unprejudiced friend, more sensible, at least to the heat, and dust, and various smells of the place, held up his hands in disgust as he exclaimed: "Oh, my head! Oh, my eyes! Oh, my nose! I wish I were in my room at the hotel"; our meditatist in the evening read to us his soliloquy of the Pillar, a production like those so common among pilgrims,—telling "of ages gone by, of generations passed away, of departed pride and glory, of kings, and slaves, and tombs," and closing by telling the traveler "to be virtuous and he would be happy."

#### CLEOPATRA'S NEEDLE.

We went to see Cleopatra's Needle. It was in a stone-cutter's yard, just within the walls of the city, and near the seashore. Since that time it has been brought to New York and erected in that city. It is a monolith of red granite, covered with hieroglyphics, and is supposed to be 3,500 years old. It is seventy feet high, five feet square at the top, and seven feet square at the base, six feet of which was buried in debris.

A short time before there was another lying prostrate about two hundred feet from this



standing one. It had been taken to London, where I saw it on the bank of the Thames.

The two were quarried at Syene, erected at Heliopolis, and afterwards removed to Alexandria, probably by one of the Cæsars, to stand at the entrance of some grand temple, the ruins of which have now entirely disappeared.

This name is also probably a misnomer, for it is not known that Cleopatra had anything to do in their erection.

#### THE KHEDIVE'S GARDENS.

We also visited the Khedive's, or Viceroy's gardens, outside of Alexandria.

We passed through long avenues of carob, date and dome palm, tamarisk, sycamore, acacia, and mulberry trees. Along the canal many adults and children were lying asleep in the dust and sun, and others were bathing in the dirty waters. The gardens were dusty, and destitute of grass, but buffaloes, oxen, and men were drawing water for its irrigation, and it abounded in tropical trees, and plants of rare size, as roses, aloes, geraniums, flowering maples, and cacti.

Alexandria contains about a quarter of a million of inhabitants. It was founded by Alexander the Great, B. C. 33. It once had four thousand palaces, and a manuscript library of seven hundred thousand volumes.

#### THE GOSSAMER SPIDER.

BY DR. G. LINCEUM.

Few of our readers have failed to notice the unusual quantities of the spider's web in the air this season. It will interest many to read the following from *The American Naturalist* of ten years ago.—[ED.]

December is, in Texas, the month for ballooning spiders to emigrate. Webster says: "Gossamer, a fine, filmy substance, like cobwebs, floating in the air, in calm, clear weather, especially in autumn, and it is probably formed by a species of spider." Pretty good for a dictionary-maker; but he didn't know how it happened to be floating in the air.

Sure enough, that fine, filmy substance is formed by little spiders. I have seen them making it. It is a balloon, and if Webster had caught one of these floating locks of gossamer before it reached a landing place, he would have found the little aeronaut and half a dozen young ones, aboard of it. The bal-

loon is the plan adopted by that particular species of *arachnidæ*, to scatter wide-cast its young ones.

This species of spider constructs nets and snares, and, like many other species of the family, its net is circular, very regularly and systematically constructed, and thoughtfully placed in a open passage way, seven or eight feet from the ground, between two bushy trees, and above the contingency of being broken by a roaming cow or a loose horse. In setting and establishing the two first brace-lines between the two trees it has selected for its net, it displays much sagacity and ingenuity, with a thorough knowledge of the powers of the wind, and the best possible method and position to avail itself of its uses. Climbing up the tree situated to the windward, it takes position, at the proper elevation, on the point of the longest twig it can find that projects towards the other tree of its selection; and spinning one of its gossamer webs of the proper length, patiently waits for a breath of air to waft it across the vacant space of ten to twenty feet and fasten its viscid extremity to some projecting twig or leaf of the opposite tree. It holds the line in its hand, feels when it strikes, and, instantly making the home end fast, strikes out boldly on the microscopic thread, lets go another thread as it travels, and is soon observed lashing down the ends of the now double line, to a twig of the other tree. This done it runs back and forth on it, spinning a thread every trip, until the line is ten or fifteen ply.

It now places itself on another twig of the windward tree, as nearly under the first line as possible, and six or eight feet below, and lets go another thread. As soon as it feels it has caught on the opposite tree, it fastens down the home end and hastens to re-enact all we saw it perform on the first line. It seems to be much elated and encouraged by its successes, and now, hurriedly, is seen climbing up the first tree, and very soon is engaged at work as near the middle of the upper line as could have been obtained by actual measurement. Soon it is observed decending, spinning out a thread as it goes, which is safely fastened to the upper line. It swings down until it is somewhat below the lower line, but finds that the thread it hangs

on is half a yard or more to one side of its lower line. It now, after a moment's reflection, attempts to swing pendulum-like, at the end of its thread, to and from the lower line. The spider soon ascertained that success did not lie in that direction, and wound up the thread it was hanging on until it regained its position on the upper line. It was very nearly calm, and it rapidly spun out a long, wet thread, which, light as was the breeze, passed above the lower brace-line. It was, however, continuously extended until it struck among the brush some distance away. The ingenious little workman continued to spin out the thread until the slack of it, bending down, came in contact with and adhered to the lower line. Feeling the entanglement, it immediately ran down, cut and cast loose the surplus end of the thread, carried the end in hand to a point directly below the attachment to the line above, made it fast, then quickly ran about a yard along the lower brace, attached a thread, returned and ran up the middle line, thence along the upper brace to a point above where it had attached the thread in hand to the lower brace, drew up the slack and made it fast. Then passing on the upper brace to a point about a yard beyond the middle dropped-line, made a thread fast and returning descended the middle line, carrying the thread to a point below the point of attachment above, and giving it the proper tension, made it fast. And now laying three or four threads on each of these three stay-lines, the balance of the work, though tedious, was easily accomplished. After laying the radiating lines it goes down to the center, and carefully measuring with its right hind leg, seizes with its foot one of the lines, and drawing it down forcibly until it touches the web vent it adheres and is instantly let go. In its recoil there is seen to be drawn out a milk-like substance; this lessens into a very fine web which instantly dries. It then moves onward to the next line, and with the same hind foot seizes it at the proper measurement, draws it down as before until it touches the web fount, lets it recoil and spin out the gossamer web; and so on, from line to line, measuring the meshes exactly the same distance; moving to the left, the circular line is put on spirally.

The gossamer spider will weigh nearly two grains; it is well formed, of a grayish pea-green, the legs rather long. Quick in its movements, but a little timid, it will drop its work and run on the approach of a stranger. One species of mud-dauber destroys multitudes of the gossamer spider.

In the last part of November there comes a clear day, temperature sixty degrees Fah., wind gentle from the south; at about one o'clock p. m., and afterwards during the succeeding three hours, may be seen in this latitude, at various heights and distances, very many white locks of gossamer floating smoothly in the air, all going with the wind. These are the balloons of the gossamer spider; and there is a mother and a half-dozen or more young spiders aboard of every one of them. Each balloon is furnished with two long lines at the forward end, which may be seen waving and flapping in the wind as they fly, and seeming to preserve the equable position of the light-floating craft.

Toward four o'clock p. m. the spectator will observe that the balloons are beginning to descend, and at the same time he will see great numbers of long, glittering webs, detached and floating at random, all rising higher as they go with the wind. Meanwhile the balloons with their freight are whirling, not very rapidly, downwards, until they strike some tall weed or grass, when they become entangled and the passengers instantly leap out, and spinning out a web swing themselves down to the ground. If the observer is near enough when these balloons strike he can see all this.

I have noticed these balloons when the wind was brisk passing very rapidly at an altitude of one or two thousand feet. There is no telling where they come from or how far they might float; a hundred and fifty or two hundred miles, perhaps. Thus is scattered the species over vast districts, which, no doubt, is the object of their aeronautic journey.

When they intend to make an ascension they fix themselves on some extreme point of the branch of a tree, or weed, or corn-tassel, there carefully spin a lock of white gossamer, five or six inches long and two inches wide in the middle, tapering towards the ends, holding it all the time in the gentle breeze by a

thread two or three inches long, which, being attached to the end of the selected point, detains the balloon until it is finished. They then spin out at the bow two lines thirty or forty feet in length, another at the stern twenty or thirty feet long, then cut the cable and float briskly upwards and forwards on an inclined plane.

I once observed one of these spiders at work on the upper corner of an open, outside-door shutter. She was spinning gossamer, of which she was forming a balloon, and clinging to her thorax was a little cluster of minute, young spiders. She finished up the body of the balloon, threw out the long bow or lines which were flapping and fluttering on the now gentle, increasing breeze, several minutes before she got all ready for the ascension. She seemed to be fixing the bottom and widening her hammock-shaped balloon. And now the breeze being suitable, she moved to the cable in the stern, severed it, and her craft bounded upwards and, soaring away northwards, was soon beyond the scope of my observation. I was standing near when she was preparing to cast loose the cable, and had thought I would arrest its flight, but it bounded away with such a sudden hop that I missed it, and it was gone.

### EXAMINATION FOR STATE CERTIFICATES. 1884.

[The figures in curves ( ) indicate the credits that will be given for perfect answers.]

#### CHEMISTRY.—Time, two hours.

1. What is matter?
2. What is chemical combination, chemical decomposition, and physical change? Give examples.
3. Define Element, Compound, Molecule, Atom. Give several examples of each.
4. Explain definite, multiple, and equivalent proportions as applied to chemical combination.
5. Explain fully what is represented by the following:  
 $0, S, F, I, N, K, Fe, Hg, HCl, FeSO_4, (NH_4)_2 SO_4, HNaCO_3, Al, K, (SO_4)_4 + 24 H_2O.$
6. Give the meaning of:  $HCl + KOH = KCl + H_2O$ ;  
 $Ca(OH)_2 + H_2SO_4 = CaSO_4 + 2H_2O.$
7. Pt., Mg, and HgO are separately heated to redness in air. What takes place in each case?
8. What is air and what are its uses?
9. Describe chlorine, its preparation and uses.
10. How is soda ash prepared from common sea salt?
11. What is arsenic? How is it often used in the arts and how may its presence best be detected?

12. Carbon: its occurrence in nature, and use in the arts. Describe the chemical relations in each case.

13. Explain the differences between cast iron, wrought iron, and steel.

14. What are the distinctions between inorganic and organic bodies? How has organic chemistry been defined?

15. What is alcohol? How is it obtained?

#### GERMAN.—Time, two hours.

Lass ab! Beschönige nicht die Gewalt,  
 Die sich der Schwachheit eines Weibes freut.  
 Ich bin so frei geboren als ein Mann.  
 Stünd' Agamemnon's Sohn dir gegenüber,  
 Und du verlangtest was sich nicht gebührt:  
 So hat auch er ein Schwert und einen Arm,  
 Die Rechte seines Busens zu vertheid'gen.  
 Ich habe nichts als Worte, und es ziemt  
 Dem edlen Mann, der Frauen Wort zu achten.

1. (20) Geben Sie kurz den Inhalt von Goethe's *Iphigenie auf Tauris* in deutscher Sprache.
2. (15) Uebersetzen Sie die obige Stelle des Dramas in's Englische.
3. (10) Dekliniren Sie: *der edle Mann, eine feindliche Gewalt, dein scharfes Schwert.*
4. (10) Geben Sie die zweite Person Singularis aller Zeitformen von *geben* und *nehmen*.
5. (10) Bilden Sie Sätze und wenden in denselben die folgenden Adjective mit einem Object an: *bewusst, wuerdig, los, beduerftig.*
6. (5) Conjugiren Sie *stehend* im Präsens und im Perfectum.
7. (10) Steigern Sie: *kalt, stumpf, gut, viel.*
8. (20) Uebersetzen Sie in's Deutsche:

Very few foreigners travel in Sweden in the winter, on account of the intense cold. As you go northward from Stockholm, the capital, the country becomes ruder and wilder, and the climate more severe. In the sheltered valley along the Gulf of Bothnia and the rivers which empty<sup>1)</sup> into it, there are farms and villages for a distance of seven or eight hundred miles, after which fruit trees disappear<sup>2)</sup>, and nothing will grow in the short, cold summers except potatoes and a little barley. Farther inland<sup>3)</sup>, there are great forests and lakes, and ranges of mountains where bears, wolves, and herds of reindeer<sup>4)</sup> make their home. No people could live in such a country unless they were very industrious and thrifty<sup>5)</sup>.

<sup>1)</sup>münden; <sup>2)</sup>verschwinden; <sup>3)</sup>landeinwärts; <sup>4)</sup>Rennthier; <sup>5)</sup>sparsam.

#### LATIN.—Time, two hours.

1. (15) *Translate:* Ego enim sic existimo, in summo imperatore quatuor has res inesse oportere, scientiam rei militaris, virtutem, auctoritatem [a], felicitatem [b]. Quis igitur hoc homine scientior unquam aut fuit aut esse debuit? qui, e ludo atque pueritiae disciplinis, bello maximo, atque acerrimis hostibus, ad patris exercitum atque in militiae disciplinam profectus est; qui extrema pueritia [b] miles in exercitu summi fuit imperatoris, ineunte adolescentia maximi ipse exercitus imperator [b];

qui saepius cum hoste confixit, quam quisquam cum inimico concertavit, plura bella gessit, quam ceteri legerunt, plures provincias [a] confecit, quam alii concupiverunt; cuius adolescentia [a] ad scientiam rei militaris [b] non alienis praeceptis, sed suis imperiis, non offensionibus belli, sed victoriis non stipendiis, sed triumphis est erudita. Quod denique genus esse belli potest, in quo illum non exercuerit fortuna [a] rei publicae? Civile, Africanum, Transalpinum, Hispaniense, mixtum ex civitatibus atque ex bellicosissimis nationibus, servile, navale bellum, varia et diversa genera et bellorum [a] et hostium, non solum gesta ab hoc uno, sed etiam confecta, nullam rem esse declarant in usu positam militari, quae hujus viri scientiam [b] fugere possit.

*Pro Lege Manilia, Caput X.*

2. (11) Derivation of the words followed in the text above by [a]?

What force have the endings of the words followed in the text above by [b]?

What endings are added to adjectives to form nouns?

The root of "est"? Composition of "potest"? Illustrate phonetic decay by some word in this selection.

3. (10) Could any other word have been substituted for "cujus" (line 13)? If so, give proper form. Explain mode and tense of "possit" (line 23). Is *possum* regularly followed by the infinitive?

Mention other verbs with same construction.

4. (7) Date of *Bellum Africanum, Transalpinum, Hispaniense*?

Reference in "bello maximo" (lines 5 and 6), in "imperatoris" (line 8), in "imperator" (line 9)? Date of the delivery of this speech, and against whom were the Romans then waging war?

5. (15) *Translate*:

Principio caelum ac terras camposque liquentis  
lucentemque globum lunae Titaniaque astra  
spiritus intus alit, totamque infusa per artus  
mens agitat molem et magno se corpore miscet.  
Inde hominum pecudumque genus vitaeque volantum  
et quae marmoreo fert monstra sub aequore pontus.  
Igneus est ollis vigor et caelestis origo.  
seminibus, quantum non corpora noxia tardant,  
terrenique hebetant artus moribundaeque membra.  
Hinc metuunt cupiuntque, dolent gaudentque, neque  
auras

dispiciunt clausae tenebris et carcere caeco.

Quin et supremo cum lumine vita reliquit,  
non tamen omne malum miseris nec funditus omnes  
corporeae excedunt pestes, penitusque necesse est  
multa diu concreta modis inolescere miris.

*Liber VI Aeneidis.*

6. (7) Mark the caesura, feet, and quantities of verses 6 and 7.

Whose view of the future life does Virgil here follow? In what form does it appear to-day?

7. (5) Which one of the Marcelli is referred to in the following passage? Explain the reference. Do not write the translation:

Heu pietas, heu prisca fides, invictaque bello  
dextera! non illi se quisquam impune tulisset  
obvius armato, seu cum pedes iret in hostem,  
seu spumantis equi foderet calcaribus armos.  
Heu miserande puer, si qua fata aspera rumpas,

tu Marcellus eris. Manibus data lilia plenis,  
purpureos spargam flores, etc.

8. (15) *Translate into Latin*:

The battle was fought long and sharply, since the Sotiates, relying on their former victories, thought the safety of all Aquitania depended on their valor: but our soldiers were eager to have it known what they were able to do without their commander-in-chief [1] and without the rest of the legions and with a young man as leader [2].

[1] imperator. [2] dux.

9. (11) Suppose "since" were although, would it change the mood of the verb of the dependent clause? Suppose it were "when," what change, if any?

What moods in casual, temporal, and concessive clauses?

10. (5) The date of Virgil's birth? Of his death? Where buried? His works? The most finished? The most popular?

In view of the recent attacks on classical study, what, in your judgment, is the proper reply?

Most ostriches will construct a nest with care. The cock may be seen scooping and raking up the earth industriously, and after he has a capacious hollow like a large saucer scraped out, he will call the female to look at it, and with their heads together they will hold some unreportable conversation over it. The cock is the most attentive sitter, and sits always at night. He goes upon the nest at about four or five in the afternoon, and remains till about eight or nine in the morning. Each pair appear to have their own individual understanding as to the hour of changing guard, and whether it be eight or ten a. m. or three or five p. m., are usually as regular in attendance as if they knew the hour by the clock. The care which even tame birds take to conceal the whereabouts of the nests is interesting to witness. The cock, on rising, will slowly lift his bony shanks up from among the eggs, and when they have fallen together, will step clear and make a bolt away in one direction for a few feet, then suddenly sidle off at an angle, as if jostled rudely, and again swerve abruptly in another direction. These grotesque maneuvers are evidently intended to deceive a possible spectator as to what direction the bird has come from. The female, after an interval, will come to the nest with equal sleight. After turning the eggs over, one by one, with her beak, she will sit perhaps for hours with her head stretched flat and snake-like on the ground, and her body as motionless as a mound of earth.—*Biggar.*

## SHALL THE SOUTHERN NORMAL UNIVERSITY BE REBUILT?

BY SUPT. ROBERT BRAND, JO DAVIESS COUNTY.

This is a question which will require a practical answer from the next General Assembly. Meanwhile, schoolmen throughout the State ought to give the matter thoughtful consideration, and should be ready to present their opinions in definite form to the members when elected. The problem of how best to furnish an adequate number of reasonably well qualified teachers to supply the constantly increasing demand, presents itself in its most practical aspect to County and City Superintendents.

That the State ought to undertake the work of specially preparing teachers for public schools, needs not to be argued in these columns. The day has now passed when educators of standing and reputation can be found who combat the proposition, for the tendency of educational progress is toward the German ideal, which permits those only to teach who have received special training in schools under State control. Moreover, the objections to State Normal Schools have been so often and so fully met and answered, and their utility is now so clearly seen, that it ought to be no longer necessary to urge the importance of Normal Schools *per se* upon the people's servants in the Legislature. Questions of expediency remain. How best to secure the desired result must be considered.

To rebuild the Southern Normal University as it was would require an expenditure of about \$200,000. Cannot this sum be used in such a way as to do more good to a greater number—to be more effective in accomplishing the aim which the State has in expending money for this purpose? I am sure I am not alone in the belief that it can.

Allow me here to present the outline of a plan which I have long advocated, and which I formulated in my report to the State Department two years ago. The following is from that report, with such changes only as the recent misfortune at Carbondale renders expedient in applying the proposed plan to the present condition of affairs:

1. The State should establish four *Normal Schools or Academies*, in different parts of the State.

2. The buildings should cost not less than \$50,000 apiece.

3. Make these Normal schools feeders to the Normal University.

4. Put these Schools and the University under the management of one State Board of Education.

5. Extend the course of study in the University to four years.

6. Let the instructors in the Normal Schools work under the direction of the Faculty of the University.

7. Arrange a course of study in these Schools to coincide with the first two years in the University.

8. Let the certificate of the Normal Schools, granted for the completion of the two years' work, entitle the holder to teach in any county in the State, and be valid for four years.

9. Make the diploma of the State Normal University equivalent to a State certificate.

The details are not given because they are considered important, or the best that could be devised, but merely to suggest the advisability of settling upon some definite plan; and I believe a system of Normal Schools, similar in its general features to that outlined above, will do more for the practical benefit of the schools than would the rebuilding of the Southern Normal on even a larger scale than that on which it was first established. Of course one of these schools should be located at Carbondale. Of the others, at least one should be in the northern part of the State, and one in the eastern or western part.

Would this be overdoing the matter? Minnesota has four and is about to establish another; Wisconsin and Missouri each support three State Normal schools, Massachusetts five, Pennsylvania six, and New York seven. The large cities understand well that true economy calls for trained teachers in the public schools, hence we find in Boston, Philadelphia, New York, Cincinnati and St. Louis, and many other cities, Normal Schools liberally supported, as a necessary part of the public school system; and in his recent report, the president of the Board of Education of Chicago emphatically urges the establishing of a training school for teachers by the city of Chicago. These facts show the drift of enlightened public sentiment.

In Illinois we *need* not less than six, and I am hopeful that we *shall get* four.

The towns in which these schools should be located would give perhaps \$10,000 each for building purposes, and a larger number of people in the State would then feel directly interested in having the schools well supported. The plan would relieve the University from its present overcrowded condition, and from the burden of doing so much academic work as is now necessary; and the whole system being under one management, those who would take the full course would pass from the school to the University without any loss in time or effort. The chief advantages, however, would be the greatly increased number of those who would receive special training and preparation for teaching.

But without further comment, I submit the plan with the hope that the friends of education, especially those who shall be chosen to represent us in the next General Assembly, may give the subject the serious consideration which its importance demands.

### THE WORD METHOD IN NUMBER WORK.

BY T. J. LOAR.

Several of your writers have been shocked, as any well informed educator must be, at the fact that so much time, patience, and honest endeavor are wasted by the use of the A B C method in teaching beginners to read.

I fear that these thoughtful communications and editorials will

“——— blush unseen

And waste their sweetness on the desert air,”

because not conveyed to the persons needing them most—those who are trying to teach without reading educational journals. But go on with your good work; we experienced teachers like to be “confirmed in the faith.”

And if the following statements be worthy your type, I would say that the “word method” of teaching numbers (Grube’s method modified) is used very much less than the word method of teaching reading.

Comparatively few teachers have *thought* of any other way than that a pupil shall learn the whole multiplication table, including  $12 \times 12$ , before he can learn to divide even by 2.

From what I have observed of the *latter* method, the mind of the pupil must be somewhat distorted, similar to the body of the snake over his undigested meal.

It is more reasonable and expedient to teach a child to recognize, *at sight*, that 1, 1, and 1 or 1 and  $2=3$ , the same as c-a-t is cat, or a-t is at. So teach 2 and 3, or 1, 1, and 3, or 1, 3, and 1 are five, the same as you would the word black, lack, or back, and so on with all the numbers, teaching each of the four fundamental operations, using no number greater than 5, except in *results*, while in first reader grade. Then proceed to 7 or 8 in second reader grade. Show that 1, 2, 3, and 4 are 10, or 6 and  $4=10$ ; 16 and  $14=30$ ;  $7+5=12$ ;  $17+15=32$ ;  $7+15=22$ , etc., the same as you would teach *man*, *manly* and *manliness*.

Never take pupils beyond their strength in numbers, any more than you would in long, meaningless words.

With plenty of drill in these combinations, our work will be as much of a success in numbers as it has been in teaching words to beginners.

### IS IT HONEST?

BY W. L. PILLSBURY.

I had occasion lately to look over some statements made by persons having the degrees of B. S., B. A., and M. A. I found that sometimes the degree of B. S. was given to persons who had completed a three years course of study, beginning with arithmetic, grammar, geography, and reading; and B. A. to persons who had completed a four years course, starting at the same point, even the last falling considerably short of the curriculum of a good high school.

I found, also, that sometimes the degree of M. A., explained as “Master of Accounts,” was given to persons who had completed a course of commercial study, the leading features of which were bookkeeping, spelling, penmanship, arithmetic, business paper, and correspondence.

If commercial law and the morals of business are taught in institutions conferring these degrees, it must sometimes occur to both instructors and pupils that neither commercial honor nor the courts look with favor upon

open infringement of trade marks well known through the usage of centuries.

The practice of giving these degrees for such attainments seems to me both derogatory of sound learning and lacking in common honesty.

### BOOK TABLE.

A QUIZ-BOOK ON THE THEORY AND PRACTICE OF TEACHING. Modern Teachers' Supply Co., Logansport, Ind.

One of the live ways of imparting instruction is by means of questions and answers. This book contains 600 queries, with answers, comprising over 200 pages of reading matter. Part I contains a number of poems upon various subjects relating to the teacher and his profession, and a number of brief quotations from noted authors and leading educators. Part II takes up somewhat in detail the best methods of teaching different branches, including rhetoric, literature and physiology. Part III sets forth some pedagogic errors, hints, helps, means, cautions, and educational aphorisms. This book will prove a valuable addition to the teacher's library.

THE RISE AND FALL OF POLITICAL PARTIES IN THE UNITED STATES. National School Furnishing Co., Chicago.

Teachers, as a class, are not usually well informed upon political issues, or the origin and growth of parties. The above little book of 218 pages, 18mo, presents, in a brief yet clear and impartial manner, the history of all questions relating to government policy, from the colonial period to the present time. Due prominence is given to the opinions of great statesmen, and to the turning points in the history of political parties. If you want the history of American politics in a nutshell you can get it in this little volume for fifty cents, in cloth, or twenty-five cents, in paper.

HADLEY AND ALLEN'S GREEK GRAMMAR; A Greek Grammar for Schools and Colleges, by James Hadley, late Professor in Yale College, and Frederick DeForest Allen, Professor in Harvard College. D. Appleton & Co., New York.

It is now twenty-four years since Professor Hadley published his Grammar of the Greek Language, a work which marked decided advancement in classical study in this country. During this time such progress has been made that a revision has become necessary, and we find it well done in this new volume. No student of Hadley will fail to recognize the old grammar in the new, nor will admirers of Goodwin fail to discover traces of their favorite, especially in the modes and tenses. The revision can hardly supersede the work of Professor Goodwin for elementary work, though it is better fitted to be its companion than before, while for discussions of syntax and general completeness it will no doubt remain the standard American authority.

We note the marks of quantity over the doubtful vowels—a greatly needed change. The old connecting vowel we rehearsed so frequently is no more, but is now a part of the tense stem, and a new notation, concise

and suggestive, is introduced for the variable vowels. The nine classes of verbs have been changed to eight, and this not by simple omission, for the old epsilon class is no longer a separate division, but is joined to the first class, and a new root class is formed for verbs in "mi." This seems to us a gain in arrangement.

Professor Allen states that the greatest change has been in the syntax, but it is not so great that the work of Hadley is not manifest. The syntax of Professor Hadley we have always regarded as among the most satisfactory portions of his book.

In the moods we look in vain for the general definitions of the subjunctive and optative, but the more modern treatment of Professor Goodwin is everywhere manifest. This we believe was the most unsatisfactory portion of the old grammar, and in no portion is the effect of the revision more striking. A most excellent index accompanies the text. The whole is brought out in excellent print and durable and attractive binding. In its present shape we believe that it will maintain the hold on the favor of classical scholars that its predecessor has so long enjoyed.

THE ECLECTIC PRIMARY HISTORY OF THE UNITED STATES. Van Antwerp, Bragg & Co., Cincinnati.

This book gives a concise story of our country from its discovery to the present time. In a history of 224 pp., only the most important events can be chronicled. Many writers of school histories have attempted to do this by means of dry facts and naked dates. Such books are good for reference, but uninteresting as text-books, especially to children. This book, however, records historical events in a live style of narrative. Wars, and the multiplicity of dates, so prominent in the ordinary school history, are here kept in the background. The triumphs of peace, the periods of real growth, and our progress in literature, art, science, and invention, are dwelt upon at greater length. The book will be interesting to children. The publishers, also, have done a neat piece of work.

### THE MAGAZINES.

THE CENTURY is especially rich this month. We note: I. An Acquaintance With Charles Reade, by James T. Fields; II. The Battle of Bull Run, by Gen. Beauregard; III. Recollections of a Private, by Warren Lee Goss; IV. The Chinese Theatre, by H. B. McDowell; V. How Shall we Elect Our Presidents? by George T. Curtis.

THE POPULAR SCIENCE MONTHLY: I. The Relations Between the Mind and the Nervous System, by Dr. Hammond; II. German Testimony on the Classic Question, by F. A. Fernald; III. Pending Problems of Astronomy, by Prof. Young; IV. What is Electricity? by Prof. Trowbridge; V. Chilian Volcanoes, Active and Extinct; VI. The Oil Supply of the World.

THE ATLANTIC MONTHLY is *sui generis*. It has no rival in its especial field. We can furnish a few subscriptions with THE JOURNAL, and "Dodd," for \$4.50. This offer is limited to the month of November, unless extended in our next issue.

THE ST. NICHOLAS is a manual of beauty. The stories are gems, and the illustrations are unequalled in any other juvenile publication. We will furnish it with THE JOURNAL for \$4.

# ILLINOIS SCHOOL JOURNAL

A MONTHLY EDUCATIONAL MAGAZINE.

PRICE, IN ADVANCE,.....\$1.00 A YEAR.  
IN CLUBS OF FIVE,.....\$1.25 "

JOHN W. COOK, AND R. R. REEDER,  
EDITORS and PROPRIETORS.

NORMAL, ILL., NOVEMBER, 1884.

Entered as second-class matter in the postoffice in Normal,  
Ill., for transmission through the mails.

We shall begin the publication of a series of primary lessons soon, prepared for us by a thoroughly competent primary teacher.

Mrs. Haynie has been prevented, by the sickness of a member of her family, from completing the articles promised some time since. They will be ready soon.

Mr. Gillan discusses the high school graduate question in a manner that will be a surprise to most of our readers. His article is one of the best contributions to that discussion that have appeared, and puts an unexpected weapon into the hands of the friends of the people's college.

We desire to express our sincere thanks to the many friends who have given us such material assistance during the last four months. We thought that we had a "boom" last year, but the extension of circulation this season very far surpassed it.

We hope to improve THE JOURNAL in several particulars, and thus show to our patrons that their kindly aid is appreciated.

The *N. Y. School Journal* thinks that big meetings are no "great shakes" after all, and that President Bicknell was not actuated by the most disinterested motives in working up the memorable Association.

It has made serious charges against the editor of its most formidable rival; all of them have been pronounced false by those who ought to know, however, and Mr. Kellogg's position seems, to an unprejudiced observer, very uncomfortable.

Brother Vaile, of *Intelligence*, is filling the aforesaid editor of *The N. Y. J.* full of arrows. Mr. Kellogg responds with venomous personalities, and the air is full of missiles.

Fortunately Chicago and New York are a long way apart, and no serious results are anticipated.

The General Exercises on "Money," in the present number, were prepared by Prof. Barton for use in his school,—the high school department of the Illinois State Normal School. Ten minutes a day are spent on this work. In order that other high schools may profit by his careful and discriminating work, we have deemed it wise to print them. Our readers will find them admirably adapted to arouse an interest in the study of political science.

By the time these lines are under the eyes of our readers, the great contest of 1884 will have ended, and the successful party will be shouting itself hoarse. The atmosphere will soon clear, however, and the currents of trade will again be flowing through their accustomed channels; but the country will have a president who has been declared to be unfit for the high office by his political enemies, which ever party is victorious.

A looker-on must conclude that he is either a liar and a thief, or a drunken libertine. A pleasing picture for the youth of the land to contemplate!

Let us be thankful that this mud cyclone comes only once in four years. If it were any more frequent, the schoolmaster would have to give up the job of keeping the country in any sort of decent condition.

*Pol.*—"What do you read, my lord?"

*Ham.*—"Words, words, words."

—*Hamlet, Act II, Sec. II.*

The conviction is forced upon teachers who deal with pupils that come from the common schools, that many are imitating the "melancholy Dane." No collection of words is too absurd to find a place in arithmetical analyses or in definitions. The same sort of nonsense addressed to a hearer about ordinary matters would convince him that the speaker was "clean daft." Yet these very pupils are not fools; they are fairly intelligent. What is the



matter? They have half learned certain set forms, and they run them over with no more appreciation of their meaning than if they were Chinese words. Number work seems to be the chosen field for these wild excursions. "The greatest common multiple of a number is the greatest number that will exactly divide them" is a typical definition, and a correct definition of either multiple or divisor would be no whit better in the mouth of the same pupil.

Teachers who are permitting this unmeaning, wordy gabble, would be wise to order a halt.

"Pupils who talk such nonsense are insufferably stupid" is perhaps replied. Yes, in number work, undoubtedly; but who made them so?

They are not violent on subjects where the necessities of life have made them think. The fact simply is that a large part of those who are nominally studying number, are dealing purely with symbols, with "figgers."

Many pupils go through the common school and never realize the actual process in simple division. If they were asked to show by objects the exact meaning of  $12 \div 3$ , they would be hopelessly paralyzed. What is the remedy? Require the correct solution of *real* problems, not simply problems with figures.

What shall be said of the plan proposed by Supt. Brand, in this number of the JOURNAL? If we mistake not, the late S. H. White, of Peoria, favored a similar arrangement.

We find ourselves unable to agree, in all respects, with our esteemed contributor. It is a cause of sincere regret that the qualifications of the majority of those who apply for admission to the Normal Schools are so low. Most of them come from the sturdiest part of our population, however, and, with their immense capacity for work, they move forward with astonishing rapidity. It is not uncommon to see those whose only training has been received from the district schools overtake and pass their classmates from the graded schools of the towns and cities.

Accustomed to deal with things instead of symbols, they respond to the object methods so largely used in teachers' training schools. After a year of hard work on the subjects in-

cluded in the requirements for a second-grade certificate, one-fourth of the time being spent on purely professional work, and the other three-fourths with the constant thought that they are studying to teach, they return to take charge of the schools in the home or adjoining district.

In order to make this year of the average student's attendance of the greatest use to the State, it should be at a school as fully equipped as possible. There should be a good-sized model school with accomplished training teachers, in which these pupils can observe the method-work, and teach classes, under careful supervision.

There should be a large number of higher class students, who will be more thoroughly imbued with the professional spirit, and who will stimulate the "yearlings" to continue professional studies after leaving school.

There should be excellent laboratories in which they can at least glance at the higher classes who are pursuing the more advanced studies of the teachers' course.

In brief, there should be all about them that which will impress them with the meagerness of their own attainments and the richness of the field upon which they have barely stepped.

If a child can spend but five years in school, we should choose for him the ungraded school properly taught, where he may hear recitations far beyond his present attainments, and where he may have the stimulation of those who are older and wiser, rather than to shut him up in the primary and intermediate rooms with those of his own age and scholarship.

The cheapest currency runs out that of higher value. The plan proposed will, we think, confine the advantages of genuine Normal schools to those who expect to find employment in the towns and cities.

What, then, do we need?

1. We need to have the Southern Normal rebuilt and rehabilitated.

2. We need, *now*, two more schools the equals in all respects of the two now in operation.

3. We need higher scholastic requirements in the applicants for admission.

4. We need larger corps of teachers and larger model schools than either now has.

5. Each head of a department should in-

struct a class of children in the specialty that he represents, so that he may illustrate his principles and methods, and give to the Normal pupils under his charge some adequate conception of the results that ought to be secured.

We have large faith in the future, but the day of the professional district school teacher is so far away that it tires us to think of it. These schools will continue to be supplied with comparatively new material for an indefinite period. The time that pupils will spend to fit themselves for these positions will be short at best, and we believe that it is true economy to bring all available forces of the highest order to bear upon these candidates. This can be done with no serious detriment to the smaller number in the same institution who are looking toward comparative permanence in the teacher's calling.

The State can supply these schools and never feel it. New York, Pennsylvania, Michigan, Wisconsin, Minnesota, and other States are putting us to shame. The teachers should ask largely of the next legislature, that they may do large things for the coming men and women of this great, rich, vigorous commonwealth.

#### STATE NEWS.

The program for the State Teachers' Association will appear in the December number. It will be held at Springfield December 29, 30, 31.

The Committee for the County Superintendents' meeting has settled upon the following topics: 1. Shall County Superintendents encourage exhibits of school work at County Fairs? 2. What are the steps to be taken in the introduction of a course of study into country schools? What difficulties will be met, and how may they be overcome? 3. What should an outline of study for country schools comprise? 4. How may the professional skill of applicants for certificates be tested?

So much interest was manifested in the meetings held last year that Supt. Raab has decided to repeat the County Superintendents' Conferences this year. They will be held as follows: Galesburg, Knox Co., at County Supt's. office, November 11, beginning at 9 o'clock a. m. Chicago, Cook Co., at County Supt's. office, Room 57 Court House, November 12, beginning at 9 o'clock a. m. Dixon, Lee Co., at the County Supt's. office, November 13, beginning at 9 o'clock a. m. Carmi, White Co., at the County Supt's. office, November 18, beginning at 9 o'clock a. m. Decatur, Macon Co., at the County Supt's. office, beginning at 2 o'clock p. m., November 19, and continuing until noon November 20. East St. Louis, St. Clair Co., at City Court Room, beginning at 9 o'clock a. m., November 25.

The Northern Illinois Teachers' Association held a very successful meeting at Aurora, September 27. In the forenoon Mr. E. B. Ferson, of the Chicago Normal Training School, presented, in an able paper, the subject of Drawing. Miss Todd, Supt. of the primary

departments in the Aurora schools, gave a talk on the same subject taught in the schools of that place. There was an exhibit of the work in drawing from the Aurora schools, arranged by grades. It comprised specimens of work from the primary grades to the high school, including all classes of work. This exhibit not only reflected great credit upon Supt. Powell's schools, but it was also a great practical lesson to the members of the Association, demonstrating what can be done in this important subject if the children are put at it early, and taught with a definite system. In the afternoon Supt. O. S. Cook, of Lake, opened the discussion of the subject, "A Northern Normal." Trained workmen are demanded in all the trades of life. How much more do we need trained teachers who have in charge the responsible duties of educating the youth of our land? Yet less than eight per cent. of the teachers in our State are trained for their work. We need greater facilities for this work. The other two normals in the State have all they can do to meet the wants of the southern and central portions of the State. A northern normal is needed. At the next session of the General Assembly a bill will be presented asking for an appropriation to rebuild the Southern Normal. And now is an opportune time for the friends of education in northern Illinois to ask for an appropriation to build a normal in this section of the State. It will be easier to maintain three normals in our State than two, because all sections of the State will then have a common interest, and will secure equal facilities. Accordingly, the members of the legislature will cheerfully vote for appropriations to support a normal in one part of the State, when they know that the same educational advantages will be given by the State in their own section. Supt. Charles I. Parker, of Chicago, Leslie Lewis, of Hyde Park, W. B. Powell, of Aurora, S. B. Wadsworth, of Oregon, O. F. Barbour, of Rockford, and P. R. Walker, of Rockford, spoke earnest and eloquent words in favor of a Northern Normal, Mr. Powell claiming that it should be called a *Training School* instead of a normal school. ("That's right," said Parker.) The discussion resulted in the appointment of a legislative committee, consisting of C. A. Cook, Leslie Lewis, and C. I. Parker to act in conjunction with a similar committee that will probably be appointed by the State Association.

The great difference in high-school courses of study was brought before the Association, and the following committee appointed to report a high-school course of study at next meeting: Leslie Lewis, of Hyde Park, O. P. Bostwick, of Galena, and W. B. Powell, of Aurora. The next session will be held at Elgin.

The following officers were elected: President, O. F. Barbour, Rockford; Vice-President, Miss Emma Todd, Aurora; Secretary, W. H. Ray, Hyde Park; Treasurer, F. T. Oldt, Lanark. Executive Committee: G. I. Talbot, DeKalb; C. O. Scudder, Dixon; Miss Lenore Franklin, Belvidere.

#### AWARD OF PREMIUMS AT STATE FAIR FOR PUBLIC SCHOOL WORK.

##### COUNTRY SCHOOL EXHIBIT.

Best Spelling, older pupils.....	Dip. and \$5.
Second best.....	Dist. 5, Lyons tp., Cook Co
Best spelling, younger pupils.....	Dist. 9, Manlius tp., La Salle Co
Second best.....	Dip. and \$5.
Best Business Forms, older pupils.....	Dist. 1, tp. 16-3, Sangamon Co
Second best.....	Dist. 1, Leyden tp., Cook Co
Best Letters, younger pupils.....	Dip. and \$5.
Second best.....	Dist. 3, tp. 16-7, Sangamon Co
Best Arithmetic, older pupils.....	Dip. and \$5.
Second best.....	Dist. 1, tp. 16-3, Sangamon Co
Best Arithmetic, for younger pupils.....	Henderson School, Knox Co
	Dip. and \$5.
	Dist. 1, Leyden tp., Cook Co

Second best.....	\$3,
Best Common Things, older pupils.....	Dip. and \$5,
Second best.....	\$3,
Best Common Things, younger pupils.....	Dip. and \$5,
Second best.....	\$3,
Best Geography and History, older pupils.....	Dip. and \$5,
Second best.....	\$3,
Best Geography, younger pupils.....	Dip. and \$5,
Second best.....	\$3,
Best Language, older pupils.....	Dip. and \$5,
Second best.....	\$3,
Best Language, younger pupils.....	Dip. and \$5,
Second best.....	\$3,
Best Botany.....	Dip. and \$5,
Second best.....	\$3,
Best Physiology.....	Dip. and \$5,
Second best.....	\$3,
Best Natural Philosophy.....	Dip. and \$5,
Second best.....	\$3,
Best Zoology.....	Dip. and \$5,
Second best.....	\$3,

## SWEEPSTAKES.

Best exhibit by one country school of all the work for which premiums 1048 to 1059, inclusive, are offered under lot 123.....	Dip. and \$10,
Second best.....	\$5,
Third best.....	\$3,
Best set of 3 papers, one page of each writing, from as many pupils of one country school.....	Dip. and \$10,
Second best.....	\$5,
Third best.....	\$3,
Best set of five pencil drawings from as many pupils of one school.....	Dip. and \$10,
Best set of five crayon drawings from as many pupils of one school.....	Dip. and \$10,
Best map of the States east of the Mississippi, enlarged to four times the size usually found in a common school geography.....	Dip. and \$10,
Second best.....	\$5,
Third best.....	\$3,
To the County Superintendent of schools of the county making the best exhibit of country school work entered for premiums.....	Diploma,
	A. G. Lane, Cook Co

## GRADED SCHOOL EXHIBIT.

Best first year work.....	Dip. and \$5,
Second best.....	\$3,
Best second year work.....	Dip. and \$5,
Second best.....	\$3,
Best third year work.....	Dip. and \$5,
Second best.....	\$3,
Best Fourth year work.....	Dip. and \$5,
Second best.....	\$3,
Best Fifth year work.....	Dip. and \$5,
Second best.....	\$3,
Best Sixth year work.....	Dip. and \$5,
Second best.....	\$3,

Best Seventh year work.....	Dip. and \$5,
Second best.....	\$3,
Best Eighth year work.....	Dip. and \$5,
Second best.....	\$3,

## SWEEPSTAKES—GRADED SCHOOL EXHIBIT.

Best exhibit by one system of graded schools, 1st grade to 8th inclusive.....	Dip. and \$10,
Second best.....	\$5,
Third best.....	\$2.50,
Best set of three papers, one page each of writing, from as many pupils of the same system of graded schools.....	Dip. and \$10,
Second best.....	\$5,
Third best.....	\$2.50,
Best set of five pencil drawings from as many pupils of one school.....	Dip. and \$10,
Second best.....	\$5,
Third best.....	\$2.50,
Best set of five crayon drawings from as many pupils of one school.....	Dip. and \$10,
Best map of the States east of the Mississippi, enlarged to four times the size usually found in a common school geography.....	Dip. and \$10,
Second best.....	\$5,
Third best.....	\$3,
Best work in bookkeeping from three pupils of one school.....	Dip. and \$10,
To the Superintendent of Schools of the town or city making the best exhibit of work entered for premiums in graded school work.....	Diploma,
	Charles L. Parker, Oakland Schools, Cook Co

## HIGH SCHOOL EXHIBIT.

## Languages—Latin.

First premium—To the school presenting the best three papers in Latin, from pupils who have pursued the study not more than one school year, the work to consist of the translation of two fables, with appropriate questions on orthography, etymology and Syntax.....	Dip. and \$5,
Second premium.....	\$3,
To the school presenting the best three papers in Latin, the work to consist of the translation of about two manuscript pages, from the first book of Virgil's <i>Æneid</i> , with appropriate questions in etymology, syntax and prosody, including the scansion of two lines.....	Dip. and \$5,
Second premium.....	\$3,
To the school presenting the best three papers in Greek, the work to consist principally of questions in Etymology and Syntax, with translation of ten simple sentences, Greek into English, from the first fifty lessons of <i>White's First Lessons in Greek</i> . The work to be from the first year pupils in Greek.....	Dip. and \$5,
Second premium.....	\$3,

## Greek.

To the schools presenting the best three papers in German, the work to consist of translation from Schillers "Maid of Orleans," with grammatical questions, and translation from English to German, of at least one-half manuscript page.....	Dip. and \$5,
Second premium.....	\$3,

## German.

Elementary Algebra, including work through Quadratics—best three papers.....	Dip. and \$5,
Second premium.....	\$3,
Plane Geometry—best three papers.....	Dip. and \$5,
Second premium.....	\$3,

## MATHEMATICS.

## SCIENCES.

Physiology—best three papers.....	Dip. and \$5, Evanston, Cook Co
Second premium.....	\$3, Lanark, Carroll Co
Astronomy—best three papers.....	Dip. and \$5, Danville, Vermillion Co
Second premium.....	\$3, Springfield, Sangamon Co
Natural Philosophy—best three papers.....	Dip. and \$5, Lake View, Cook Co
Second premium.....	\$3, Lanark, Carroll Co

## ENGLISH LITERATURE.

Best three papers in English Literature, accompanied by three essays germane to the study, and which shall have been written while the class was pursuing the subject.....	Dip. and \$5, Lake View, Cook Co
Second premium.....	\$3, Springfield, Sangamon Co

## ESSAYS.

For the best three essays on miscellaneous subjects, said essays to have been prepared by the pupils of the school in connection with the regular work of the school.....	Dip. and \$5, Springfield, Sangamon Co
Second premium.....	\$3, Lake View, Cook Co

## CIVIL GOVERNMENT.

For the best three papers on Civil Government.....	Dip. and \$5, Evanston, Cook Co
Second premium.....	\$3, Springfield, Sangamon Co

## BOOKKEEPING.

For the best three papers on Bookkeeping.....	Dip. and \$5, Evanston, Cook Co
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## SWEETSTAKES.

To the high school whose papers in at least six of the foregoing subjects, said subjects to be designated when the papers are sent, shall receive the highest general average mark.....	Dip. and \$10, Lake View, Cook Co
Second premium.....	\$5, Danville, Vermillion Co
To the high school whose paper presented in ten of the above named studies shall receive the highest average mark.....	Dip. and \$10, Springfield, Sangamon Co
Best set of five pencil drawings from as many pupils of one school.....	Dip. and \$10, Chicago, Cook Co
Best set of five crayon drawings from as many pupils of one school.....	Dip. and \$10, Chicago, Cook Co

## MONTGOMERY COUNTY.

The schools of the county are moving on smoothly.

Mr. C. A. Armstrong is teaching a large school at Bost Hill.

Hillsboro has twenty-eight in the high school; Litchfield has seventy.

Mr. Robert Thacker and wife have charge of the schools at Donnellson.

Miss Anna L. Jackson, of Hillsboro, has gone to Wichita, Kansas, to teach elocution and drawing.

The next County Teachers' Association will be held December 13, at Litchfield. The program will be varied and interesting.

We were mistaken in our last in stating that there is only one holder of a State certificate in the county. Supt. J. M. Bowlby, of the Litchfield schools, possesses one.

The first meeting of the Montgomery County Teachers' Association convened at Hillsboro October 18. On the evening before, State Supt. Raab delivered a lecture on Education to an appreciative audience of citizens and teachers. Those who had the pleasure of hearing it pronounced it full of thought. The next morning about eighty teachers came in from all parts of the county to attend the best meeting ever held in the county. After the organization and adoption of the constitution, opening remarks on the educational wants of the present time were made by Supt. Barrett and others. Their wants seemed to be county supervision and better teach-

ers. Profs. Miner, of Nokomis, and Crisp, of Raymond, made plain some of the difficulties of common fractions. Mr. E. W. Strain presented an excellent paper on the introduction of natural science into the public schools. Miss Lizzie Whitehead presented a paper on teaching language in intermediate grades that was well received. Supt. Raab gave some excellent hints upon the same topic. An essay by Mr. Michael Gallagher on "Educational Enthusiasm" won for him rounds of applause. He is a worthy young man, and will yet make his mark as a teacher. Miss Wallwork, the primary teacher of the Litchfield schools, presented methods in primary work in a most pleasing way, and the thoughts advanced were readily appreciated by the teachers present. Many other topics of interest were discussed, but lack of space forbids mention. Supt. Raab's talk on school management was appreciated by all. His presence gave zest to the proceedings, and the teachers were delighted to meet the Superintendent who is doing so much for the schools of the State. May he be with us again in the future is the wish of all. A vote of thanks was tendered him for presence and words of wisdom and instruction. Supt. Jesse C. Barrett deserves credit for the grand success of the Association. May the good work go on until every teacher in the county is aroused. Prof. J. N. Shippey, principal of the Butler school, is doing good work and will do his share in the Association.

G. E. A.

## MACOUPIE COUNTY.

No teachers' meeting has yet been announced.

The high school at Girard has purchased a new organ.

Supt. Bowersox is erecting an office in Girard for his law business.

The Carlinville school does not have a separate teacher of music this year.

Miss Ella English is teaching the school at Barnett, and J. N. English at McVey.

Miss Mary C. Feeney, of Bunker Hill, assists Prof. Campbell in the Medora schools.

The public schools of Carlinville attended the county fair in a body, headed by two bands.

The schools of Medora have adjourned until the diphtheria ceases to be an epidemic.

The Staunton schools gave an oyster supper on the 18th, in order to purchase an organ.

It is the intention of the School Board of Staunton to add the ninth teacher to the present corps.

There are over 100 pupils in the primary department of the Girard schools, and only one teacher.

The Baconian Society, devoted to scientific research, has been reorganized for the coming year at Carlinville.

At the county fair the first premium was awarded to Justus Rider for the best specimen of penmanship by public school pupil.

Miss Anna Cameron, who last year had charge of the Gillespie schools, was recently married to Mr. S. M. Wright, of Girard.

Roland J. Stiver, principal of the Dakota, Illinois, schools, has been here on a visit to his brother, Rev. S. L. Stiver, of the Bunker Hill Academy.

Tickets admitting the school children of the county free of charge to the Jersey County Fair were distributed to a number of the schools by Supt. Bowersox.

Miss Julia Howell, for many years a favorite teacher of the Brighton school, was recently married to Mr. Mundy French. She goes to Mattoon, her future home.

Prof. W. H. Miller, the former principal of the Bunker Hill schools, is an employe of Major Merwin, St. Louis, and is doing work on *The American Journal of Education*.

Rev. S. L. Stiver, principal of the Bunker Hill Academy, has employed M. H. Resor, of St. Louis, to assist in his institution. Mr. R. was a former student of Washington University.

We gather some facts of interest from the annual report of our county superintendent, Geo. W. Bowersox: There are two teachers in the county holding State certificates, Mr. B. F. Stocks and Miss Eva Rider. There were 100 male applicants for certificates during the year, and 135 female applicants. Eleven first grade certificates were issued to males and four to females. The number of second grade certificates issued to males was sixty-six; the females, eighty-six. There were twenty-three males rejected, and forty-five females. In the county there were 280 teachers employed during the year.

A. G. E.

## WINNEBAGO COUNTY.

Rockton has remodeled and enlarged its old building. W. W. Austin still remains to do good work as principal, with Emma McConnell, Carrie H. Coller, and Nellie Morrison as assistants.

The new arrangement in the Rockford schools, with P. R. Walker as superintendent, is giving satisfaction. Prof. A. W. McPherson is principal of the high school, and Prof. Barbour is principal of the South side schools.

During the present school year, in this county, with others in Northern Illinois, the School Room Guide will be followed in country schools. So far it gives satisfaction. Examinations will be in February and June—questions covering only the ground laid out in the Guide for the year. Pupils passing, by a certain per cent., these examinations, will be eligible to a higher examination, and thus graduate. This is the Trainer System, now being followed in a number of the most progressive counties, and much is expected of it.

The exhibit of school work, at the Winnebago county fair, was very creditable to the schools which contributed, and it is hoped that it will be an incentive to the few schools which did not contribute.

Prof. Barbour, principal South Rockford schools, was very successful in the superintendence of the educational department. Mr. Barbour and Co. Supt. Kinnie had spent considerable time and work in raising nearly \$300 in premiums, part of which was offered by the agricultural society. The interest was so constant and general during the fair, in the exhibit (which was much enlarged and varied by industrial specimens from the State University), that the expression of the good that must result from it, and the increased interest in educational work, especially in rural schools, were both manifest.

Dr. Peabody's address was the finest perhaps yet delivered on educational interests at the fair. Surely these annual exhibits are becoming more and more mediums between the school and the people.

Hattie Dickinson, of Rockton, took the premium for the best reading—a beautiful \$35 watch, from the Rockford Watch and the Rockford Watch Case Companies. Nina Hurlbut took the \$12 silver water pitcher, for best written spelling, given by the Rockford Silver Plate Co.

## MADISON COUNTY.

Edward L. Smith teaches the Progress school this year.

Prof. I. H. Brown will soon issue his "Universal Arithmetic Papers."

Co. Supt. Jas. Squire has started on his tour of inspection of the schools of the county.

Prof. Jas. Lane is again at Grantfork, while J. W. Thompson has charge at Nameoki.

Prof. C. S. Deneen is principal of the Bethany school, with Miss M. Herdman as assistant.

John E. Stullken, on account of a previous engagement at San Jose, Macon county, refused an offer in this, his native county, of \$15 per month advance.

Prof. M. P. Linn is principal of the Godfrey school for the third year, and reports an increased attendance.

The Highland schools opened with an attendance of 360, and the Marine schools with 206, for September.

On October 2, Miss Lily Crouch, for several years a teacher in the Marine school, was married to Mr. Bernard Stille, of St. Louis.

The pupils of the highest department of the Marine public school have resolved themselves into two literary societies, holding their exercises on alternate Fridays.

Schools in the northern part of our county were furnished free tickets to the Jersey county fair, on October 15. Quite a number took advantage of the opportunity.

Supt. Jas. Squire's circular Number 2, distributed during the latter part of September, contains valuable information on the condition of the schools of the county.

It was the privilege of the writer to enjoy the hospitality of the St. Clair County Teachers' Association, at Lebanon, October 11. It was an enthusiastic gathering, some sixty teachers being present, while the exercises were very interesting and of a practical nature.

ARTHUR OEHLER.

## CARROLL COUNTY.

At the recent State fair, the Lanark high school received three premiums,—the first in Algebra, and the second in Physiology and Natural Philosophy.

Miss M. V. Hodgman, formerly of Normal University, is assistant in the Lanark high school. The Lanark people are very much pleased with her. She is doing good, honest work.

Geo. C. Mastin, Co. Supt., was recently married to Miss Ada Crummer, of Jo Daviess county. It is expected that this will materially lessen the attendance of school-ma'ams at future institutes.

The following list shows the terms of service of the principals of the county:

Lanark, F. T. Oldt, 10th year; Savanna, J. H. Ely, 3d year; Shannon, J. H. Grossman, 3d year; Milledgeville, T. N. Fleming, 3d year; Thomson, J. E. Millard, 2d year; Mt. Carroll, C. E. Cutler, 1st year.

## ADAMS COUNTY.

E. A. Grummon is teaching at Chatten.

Misses Lizzie Wallace, Puss Harbison, and Jennie Kendrick, graduates of the Clayton high school, began their schools October 15.

Prof. Shannon, principal of Payson public school, obtained a State certificate at the last examination. He has done, and is still doing, a noble work for Payson.

The Mendon schools have made a good beginning under the supervision of Prof. Stevens. Miss Chidsey, who teaches the first primary, is one who loves her work.

Supt. John Jimison says the school at Camp Point is doing better work this year than last. We have always understood the school at that place to be first-class, and they must be doing well.

Prof. W. S. Gray and E. G. Ertel have done well with their school at Coatsburg, having secured an increase of salary. They now receive seventy-five dollars each, per month. They have one assistant.

THE ILLINOIS SCHOOL JOURNAL is read by a greater number of Adams county teachers this year than ever before, and it will be surprising if a greater number of the schools is not better taught than in years past.

The Clayton schools reopened September 8, with the largest attendance ever before known. The high school is in fine shape, the first year class numbering twenty-five. The graduates of last year constitute a practice class this year. They spend two hours every day in ob-

serving methods in the primary departments, and in *practical teaching*. This is Prof. Anderson's fourth year at Clayton, and he seems to have gained rather than to have lost any enthusiasm by his eight weeks' institute work during the summer.

#### BUREAU COUNTY.

Miss Jennette Ward, of Arlington, ranks among the best teachers in the county.

Misses Agnes Jones and Hattie Couch are enterprising and successful teachers. They hold their present positions for the winter term.

A lady was recently employed in this county to teach, on condition that she should find no fault with the school house. When she went to open the school she found every window more or less broken, and some entirely gone. She had the tact to have them repaired without finding fault.

The Tiskilwa schools were never in a more flourishing condition. Few schools are supplied with a better corps of teachers. Fifty-one pupils are in regular attendance in the high school. But this department is not alone the pride of the town, for each department has its full share of commendation from those who have examined the work done.

During the institute, in July, Supt. Miller supplied the teachers of the county with the course of study now in use in Macon county. He developed his plan as far as possible at the time, and gave the necessary directions for putting it into operation. Its success can not be told yet, but it is a step toward that improvement so much needed in a majority of the schools in the county. He is now actively engaged in school work, and will probably outline the plan more fully at the institute, October 25.

#### EDGAR COUNTY.

Our County Superintendent, Dr. D. T. Stewart, is doing much for the schools of the county, not only by raising the standard of teachers and teaching, but by issuing a Manual and Guide for the use of the schools of the county. It is the design to grade all the country schools of the county.

Most of the schools of the county have been in progress for some time. The schools of Paris are superintended by Prof. Harvey. Mr. A. G. Murray is principal of Kansas schools again this year, with three assistants. Mr. U. P. Shull, formerly of Clark county, has charge of the Vermillion schools this year in place of Mr. M. H. Stark, who has emigrated to Texas, on account of failing health. The schools here are in a prosperous condition. Mr. Bacon, first assistant in Kansas last year, teaches near Paris this year. Mr. Thomas Crawford, of Vermillion, teaches the Eldridge school this year. The schools of the county will certainly be much improved the coming year.

#### WHITESIDE COUNTY.

Many of our town schools are suffering from scarlet fever.

Coleta, Woodlawn, and Albany are building up a library.

Morrison schools have supplied a full course of Vaile's Supplementary Reading matter.

The Fulton schools are quietly flourishing under the good management of their Superintendent, George C. Loomis.

We truly have reason to rejoice at the interest taken in our schools by many who have heretofore been somewhat indifferent.

Good reports are heard from Mr. Miller, of Morrison, and Messrs. Crandell and Harding of Sterling. These gentlemen were strangers in our county.

John Fee has proven to be a good teacher, and the recording angel of Deer Grove said, "Jonathan, come up higher!" And the people all said, Amen!

We are favored with many excellent lady teachers, and they should be better represented in the offices of our many institutes. Gentlemen, let us be both gallant and consistent.

The Superintendent has quite successfully worked up a laudable spirit of competition, and it is in active exercise. On the 11th we had two institutes, on the 18th one, and on the 25th we are to have two more. This is to be repeated each month during the winter, and they are no dried-apple institutes either. We have a good time at each one, and are following a regular plan of work. We have introduced literature, studying a prominent character each month, and find it to be an entertaining part of the program. Theory and practice is placed on the program also each month, and studied as it would be in a normal school. The wonder is, why this has not been done before. The Superintendent is chairman of the executive committee, appointed by the central institute, around which the branches, as above mentioned, cluster, and from which they all work. The School Room Guide has been distributed by the Superintendent, reports are becoming more general, as well as more popular, and enthusiastic method is seen on every hand.

W. W. K.

#### WABASH COUNTY.

Our schools now enroll nearly 800, and are still on the increase.

Mr. A. H. Fulton, principal of the Belmont schools, is doing good work and is well liked.

County Supt. Manley will attend the meeting of the County Superintendents to be held at Carmi, White County, November 18.

A meeting has been called by the County Supt. for the purpose of reorganizing our monthly institute, and we predict many interesting meetings during the Winter.

The compulsory school law seems to be almost a dead letter in this part of the State. Who will be the first person to cast the stone? Like many other good laws, it is not enforced.

Prof. A. M. Booher is at the head of the Allendale graded school. John S. Rigg is his assistant. They are trying to guide the chariot out of the old rut and run things in the "new fangled way." We hope they may succeed.

Prof. E. M. Bache, assisted by Miss Mollie Titus, one of our pretty little school mams, is trying to modernize things at Landcaster, while Alfred Milner, one of the old war horses, assisted by Miss Carrie Willman, will try to satisfy the most sanguine of the Coffee Injuns.

There have been quite a number of new houses erected in the county, and there seems to be a general revolution in educational matters. The patrons are showing their appreciation of the teachers to make themselves better, by providing better houses, and furnishing them in the more modern and comfortable styles.

Prof. S. E. Thomas has been selected by the Board of Education for Supt. of the Mt. Carmel schools, and judging from his beginning, they have made a judicious selection. With his corps of efficient and experienced teachers, we predict a continuance of the successful manner in which our schools have been conducted for the past three years.

Where they are: H. B. Andrews is teaching at Hall, Maxwell at Lebanon, Kroh at Friend Grove, Knowles at No. 9, Dyar at Sugar Creek, Ramsey at Phoenix, Brown at Union Hill, Weigand at Groff, Critchlow at Adams Corners, Milburn at Union, Harmon at Cowling, Leeds at Besley, Alicia E. Beesley at Linn, McClane in Belmont. And so they are all pegging away, trying

hard each at his various station to do the best thing possible for their constituents.

A petition to the County Board containing about 300 names, asking them to raise the number of days of the County Superintendent so that he might visit the schools of the county for the purpose of grading the country schools, was presented at their September meeting, but of no avail. When will the law be changed so as to remedy this, the greatest evil of our present school law? Our schools need more supervision, and until the power of providing for it is wrested from the hands of careless, ignorant and indifferent county boards, need we expect our schools to improve much.

Wabash county this year held one of the most successful institutes held anywhere in this part of the State. Over eighty were in attendance. Considering that the whole number employed in the county is only about sixty, this is a fair showing. Professors Heninger, of Bloomington, Lugenbeel, of Mitchell, Ind., Carnes, of Chicago, and Grundon, now of Clover Post, Ky., were the instructors, and we would recommend them as being worthy and competent instructors, fully up with the times, and the good results of their labor are being felt in this county now.

A TEACHER.

#### SPRINGFIELD.

Barnes' General History and Tenney's Elements of Zoology have been lately adopted as text-books in the high school.

One hour of the Teachers' Institute is set apart for grade work. All teachers of one grade meet together, the grades in separate rooms, and have a president and secretary, and are subject to parliamentary rules.

Another room, containing thirty seats, has been fitted up in the high school, and another teacher employed.—Miss Mary Howard, who taught here three years ago. Miss Howard is a graduate of Monmouth College, and holds a State certificate.

There is no Yale graduate teaching in our schools. The statement last month to that effect was a mistake. One of the ward school principals is a graduate of Shurtleff College, and holds a State certificate, making five certificates from Illinois among our teachers.

A successful way of bringing up the work in a poorly prepared class, is to record, daily, the grades on a blackboard properly ruled, so that each pupil may see precisely what his recitation is worth. This plan is doing service now in the high school, and works wonders. However, it should be kept up only a short time. Teachers must not forget that "unto whom little is given, of him little should be required."

The junior class of the high school have rented a piano from Chatterton, who insures the instrument, pays cartage both ways, keeps it in tune, and furnishes a handsome cover, for \$5 a month. The room is also furnished with eight pictures. A fine map of the Mediterranean sea is on the board, drawn by the Virgil class. There are two societies in the junior class—the Philosphian and Philomathean.

In the C. class, Latin Division, the rhetorical exercises are conducted by the Whittier Club and the Holmes Club, each author being represented by three pupils at each meeting, in a poem, prose selection, and biographical sketch or anecdote, and every pupil in the room being on duty once a fortnight. Each club has its proper officers, and its exercises are managed by its executive committee, its meetings being held Friday afternoons.

The Teachers' Institute held its first regular meeting in September, and on coming together immediately adjourned, in the words of the Secretary, to attend a moving lesson in zoölogy, conducted by P. T. Barnum, in the streets of Springfield. Thanks are extended to Barnum for considerably visiting us on Saturday, this year. Several teachers can testify that they know of no better way of spending Saturday afternoon than to visit Barnum's circus.

Several graduates of the high school are at school elsewhere:—Will Pillsbury and Charles Van Gundy are in Ill. University, at Champaign, and Pascal Hatch, of the same class, in Washington University, at St. Louis. Will Harts, of '83, entered Princeton College this fall. John Mathis graduates at Princeton this year, George Walker at Rochester University, and Ella Kelchner at Petersilea's Conservatory of Music, Boston, all of '82. Arthur M'Veigh, of '84, is in the office of Supt. of Schools.

#### DANVILLE.

Miss Addie Hedge has been employed as teacher in the second grade, in South Danville.

The Vermilion County Teachers' Association will meet in this city on the second Saturday in November, after which Supt. Benedict will open the fall and winter campaign of local institute work.

Miss Anna M. Hopkins was recently promoted to the principalship of the South Danville school, at a salary of \$65 a month. The former principal, Mr. David Mead, was transferred to East Danville.

An additional teacher was added at Jackson street building. Miss Jennie Abdill has been elected to the position. Another will be added as soon as the room in South Danville, now almost completed, is ready to be occupied.

Uncle Sam has taken two of our ward principals already this year. Messrs. Roberts and Downing received appointments to clerkships in the Interior Department at Washington. Where the lightning will strike next would not be difficult to guess. These gentlemen now receive salaries nearly twice as large as they were getting for school work. Thus it has ever been; any man who has the ability to run a good school can do better, financially, at some other employment.

A committee of teachers was appointed at the summer institute, last August, to select a short course of special reading and study for the teachers of the county. They have decided on Methods of Teaching and Civil Government for the present school year and recommend as text-books Raub's Methods of Teaching and Young's Government Class-Book. Lessons will be assigned by the Superintendent each month in the *School Bulletin*, and a series of topics on the preceding month's work will be given in each issue, for the guidance of teachers in review or self-examination.

#### ILLINOIS NORMAL.

The spellers are endeavoring to master *affect* and *effect*.

Section A are struggling with the first lessons in Rosenkranz.

Section A have finally mastered the ammonia experiment.

Miss Stillwell, of Section F., takes a front rank as a vocalist.

Lyon Karr will compete for the first prize in marching at the close of school.

Cyrus Butler is putting the museum in shape for the new condition of things.

Peter Ketelson, our old-time janitor, suffered quite severely from a Kansas cyclone.

The University Blaine and Logan Club took part in the great rally of October 25.

The societies are arranging for the annual contest. The contestants are not yet selected.

Supt. Raab visited the school October 27, and gave the training class a talk on number work.

Prof. Forbes and Harry Garman are still here, although their families are in Champaign.



The friends of Mr. and Mrs. Harry Garman will be pained to learn of the death of their infant son.

Mr. Mountjoy, John and Robert Fleming, Miss Bandusia Wakefield, and Miss Lizzie Swan dropped in to see old friends a few days since.

The Athletic club are arranging for a public contest, to be held November 1. It will consist of sack races, three-legged races, etc., etc. The list of casualties will be reported next month.

The pupils of the Normal department have supplied themselves with No. 1, Franklin Square Collection, and they sing "Upidee" and "Robinson Crusoe" with great gusto at general exercise.

Normal has a brass band. No two of the musicians have as yet been detected playing the same tune at the same time. They have freed the town from rats and malaria, but the citizens are anxiously hoping for the return of the lesser evils.

#### SOUTHERN NORMAL NOTES.

Prof. Brownlee assisted the teachers of Union county, October 10th, in a Teacher's Institute. He expects to meet them again soon at Pomona.

The thirty-first term opened with a better enrollment for the first day of the fall term than ever before. The Assembly hall is now full to overflowing.

The training department is larger than ever before. Prof. Hull reports some difficulty in securing a sufficient number of pupil teachers to do the work.

Prof. Granville F. Foster, a member of the faculty for nine years, is now President of the "California Normal and Scientific School" located at Vacaville, Cal.

At a recent meeting of the faculty Prof. Jerome read a paper entitled "Chronicles of Commencement and Vacation." The paper was very amusing and interesting.

Prof. Inglis spent October 3d in Springfield, meeting with the Executive Committee of the State Teachers' Association, to arrange a programme for the next annual meeting of the Association.

During vacation the new building was plastered throughout. The Normal hall received several coats of paint, which makes it a very comfortable and pleasant assembly room. The building is now in good condition for the winter.

Several of the faculty were quite active during the summer in institute work. The majority of them attended the National Teachers' Association at Madison, and also the Southern Illinois Teachers' Association at Centralia.

Of the post-graduates of last year Miss Arista Burton is teaching at Elgin; D. B. Fager at Gallatia; John Martin at Albion; Mary McNally, Collinsville, Della Nave, Randolph county; Lizzie M. Sheppard, Cairo; Gertrude Warder, Carbondale.

The place vacated by Miss Alice Raymond is filled by Miss Lillian Ford, of Boston. The place formerly occupied by Miss Mary Sowers is now in charge of Miss Alice Krysher. The two ladies have taken hold of their departments in such a manner as to insure success.

The literary societies are as active as ever. The Zetetics have had the recitation room of Prof. Hull painted and put in shape to be used by them for their hall. As the Socratics are not disposed to be outdone by their sister society, Miss Buck's room will likely receive some special adornment at no distant date.

Hon. John R. Thomas, member of Congress from the Twentieth District, honored the school with a short visit not long since. During a short speech he explained the origin of the term "Egypt" as applied to Southern Illinois. The speaker claimed that he was proud of the region of country that could furnish corn to a famishing

region north of the O. & M. R. R., following the terrible drought of '32.

The Zetetic officers for the ensuing term are as follows: President, Lou Nichols; Vice-President and Treasurer, Samuel H. Goodall; Recording Secretary, Cora Burnside; Editors, Carrie Loomis and Nannie Hundley; Librarian, Ed. McMackin; Critic, W. R. Fringer; Janitor, Jas. A. Snyder; Assistant Janitor, Lizzie Lawrence. The Socratics are officered as follows: President, Cora Krysher; Recording Secretary, Eva Lightfoot; Treasurer, Geo. W. Morgan; Editors, John W. Robinson and Edith Buckley; Chaplain, Mrs. Florence French; Critic, Maggie Wham; Janitor, Norman Jay.

Of the last graduating class, George V. Buchanan is principal of the Salem schools; Charles W. Treat is teaching at Effingham; Miss Clara Buchanan at the same place; Alicia Beesley, Wabash county; Mary Buchanan, Wabash county; Anna L. Burket, Grand Tower; Lou Bird, Hendee, Fayette county; R. T. Lightfoot, Dongola; Maud Thomas, Cobden; Carrie Bidenhower, Johnson county; John H. Jenkins, Elizabethtown; Joseph B. Gill is in the law department of Ann Arbor, Mich.; Fannie A. Aikman was married during the summer to Daniel Kinnel, a former student of the University.

#### A PARTIAL LIST OF ILLINOIS PRINCIPALS.

##### ALEXANDER COUNTY.

Cairo	B. F. Armitage	14
High School	Miss Mary E. Pattison	
13th st. School	Mary E. Hasbrough	
14th st. School	Miss N. J. McKee	
Colored School	M. M. Avant	

##### BROWN COUNTY.

Cooperstown	Wm. Withrow	1
Mt. Sterling	E. E. Rosenberry	7
Ripley	W. C. Hostetter	1
Versailles	O. S. Wiley	8

##### BOONE COUNTY.

Belvidere, North Side	Wm. Aitchison	5
" South Side	Lenore Franklin	8
Capron	W. H. Wood	2
Poplar Grove	Geo. M. Henderson	

##### CRAWFORD COUNTY.

Flat Rock	J. A. Maxwell	1
Hutsonville	W. H. Warvel	2
Oblong	W. A. Swaren	1
Palestine	L. E. Murray	3
Robinson	F. W. Dundas	5

##### CASS COUNTY.

Arenzville	M. L. Nevins	1
Ashland	J. G. Pearn	3
Beardstown	A. C. Butler	11
Chandlerville	I. Foltz	4
Virginia	J. F. McCullough	9

##### CLARK COUNTY.

Casey	F. E. Hobart	5
Darwin	Warren B. Evans	1
Marshall	L. A. Wallace	9
Martinsville	Alvan Smith	4
Westfield	H. W. Tippet	3
York	John S. Buchner	1

##### CLAY COUNTY.

Clay City	D. W. Lindsay	3
Flora	D. A. Edmiston	6
Georgetown	W. A. Pruett	1
Ingraham	Lou McKnight	1
Louisville	C. W. Mills	3
Xenia	C. S. Hollenbeck	3

##### CARROLL COUNTY.

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Milledgeville	T. N. Fleming	
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Janesville	E. J. Woods	1
Jewett	N. B. Vanderhoof	1
Neoga	G. W. Monroe	4
Toledo	A. Grafton	3

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Champaign, West Side	M. Moore	13
High School	W. S. Hall	
Champaign, East Side	P. K. McMin	7
Fisher	J. M. Mullin, Jr.	1
Gifford	Jos. Hallinen	1
Homer	W. M. Wickoff	5
Ivesdale	C. W. Groves	1
Ludlow	O. O. Martin	1
Manomet	A. D. Sizer	4
Ogden	Jay M. Mills	1
Parkville	C. W. York	1
Penfield	G. W. Hadden	1
Pesotum	Miss Katie Sparks	1
Philo	B. E. Page	1
Rantoul	J. B. Munger	3
Sadorus	A. Leachman	1
St. Joseph	S. A. Harrison	2
Seymour	Mrs. L. K. McComas	
Sidney	A. L. Starr	3
Thomasboro	Frank Samson	
Tolono	Miss Abbie Hall	1
Urbana	J. W. Hays	13

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Austin	Warren Wilkie	7
Avondale	J. H. Stehman	1
Barrington	C. J. Dodge	3
Bloom	William C. Payne	
Blue Island	J. W. Trojer	8
Blue Island	Bessie B. Huntington	6
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Brighton Park	T. P. Banta	3
Buckley School	George D. Plant	5
	P. O. 333 Dearborn St., Chicago.	
Central Park	E. E. McCarthy	7
Clyde	P. A. Downey	1
Cummings	A. O. Coddington	3
Dalton	Edward P. Summers	2
Dalton	Andrew S. Diekman	2
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Lewis School	Kate Kellogg	11
Brownell School	Sarah Curtis	4
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High School	H. L. Boltwood	5
Evanston	Geo. S. Baker	16
Forestville School	Geo. W. Davis	6
	P. O. 343 34th St., Chicago.	
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High School	W. H. Ray	2
Irving Park	W. A. Purlington	2
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Wabash Ave. Sch'l	David A. White, Jr.	6

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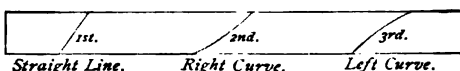
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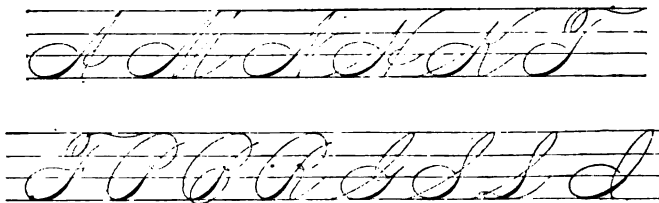
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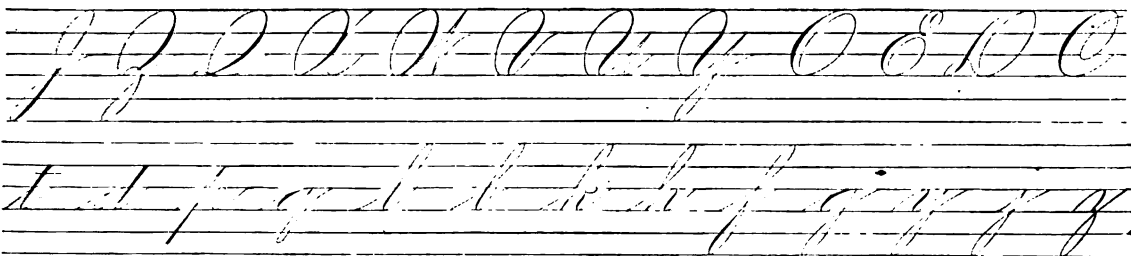
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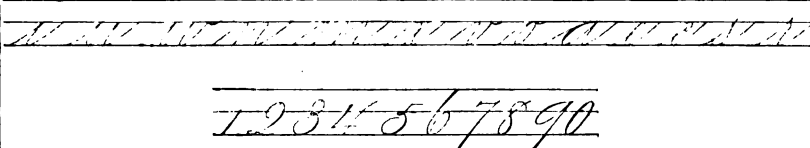
**Capital Letters** should be made three spaces in height. The small *a* is taken as a standard of measurement. The *Capital S* as it occurs in the above letters, should be shaded *below the center*. The oval should be about  $1\frac{1}{2}$  spaces in height.



The small *i*, *b*, *k*, *h* and *f* extend three spaces above the base line and cross at  $\frac{1}{2}$  their length. The small *f*, *j*, *g*, *y* and *z* extend two spaces below the base line. *Loop Letters* are  $\frac{1}{2}$  space in width.



The thirteen **Small Letters** are each one space in height, except *r* and *s*, which are  $1\frac{1}{2}$  spaces.



The *i*, *d* and *p* extend two spaces above the base line. The *p* and *q*  $1\frac{1}{2}$  spaces below the base line.

The small *a* is taken as the standard of measurement in regard to *height* and *width* of *Capitals* and *Small Letters*. A space in *height* is the height of the small *a*. A space in *width* is the distance between the two downward strokes in the small *u*. All letters are formed upon a *slant* of 50 to 52 degrees from the horizontal to the right of the vertical. *Connecting Slant* varies from 29 $\frac{1}{2}$  to 35 degrees. The usual distance between small letters is  $1\frac{1}{2}$  spaces, except in the *d*, *g*, *q* and *a*, where it is  $2\frac{1}{2}$  spaces. The dot of the small *i* and *j* should be one space above each letter. Cross the small *i* at  $\frac{1}{2}$  its height.

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# ILLINOIS SCHOOL JOURNAL.

VOL. IV.—No. 8.

NORMAL, ILL., DECEMBER, 1884.

WHOLE No. 44.

## A PLEA FOR GIRLS.

BY MRS. F. R. FEITSHANS.

In this age of earnest thought and noble endeavor, no theme is of deeper interest to parent, teacher, philanthropist, and philosopher, than the future of the boy; and the desire to secure for him the best development possible, that he may attain to the full stature of a complete manhood, has given rise to the chief educational problems of the day.

As results of this active interest, the most thoughtful attention has been directed to the moral culture of home and school; methods of instruction and courses of study have been subjected to careful criticism and revision; polytechnic and manual training schools have been established; all that the man of coming generations may have the moral, mental, and physical equipment necessary to uphold in strength and honor a nation of unparalleled greatness.

God speed the boy! May the future hasten to realize for him all the fair promise of this new morn! But the girl! What does the future hold for her? Is she not also an important factor in the nobler citizenship to which we aspire?

Truly, every scheme which claims for its inspiration the better training of our sons must recommend itself to the parental heart; but is it too much to demand that the equally precious interests of our daughters receive proportionate attention?

While much has been done to promote the higher education of woman, and while the present agitation in the educational world doubtless looks toward a better future for all the youth of the land—girls as well as boys—

there still remains, it seems to us, between the extremes of college and kindergarten, such urgent needs and exalted possibilities in the education of girls unprovided for, that we venture to claim for them an equal share in the generous thought and effort of an awakened public. Stay not indeed the onward march of the boy, but suffer the girl to go forward at his side! Both are equally the nation's treasures, and the highest welfare of each its most sacred trust. Let the new day dawn alike for both, serene and fair, with promised benedictions!

The possibility of improving the condition of the average American woman in respect to health, attainments, and character, is unquestioned. Her physical degeneracy is a source of alarm; to her insufficient knowledge and lack of purpose are ascribed the domestic and social evils which must surely undermine the foundations of national stability. But while the world deplors her ignorance of arts essential to the successful supervision of home and wise direction of childhood, ridicules her servility to fashion, and laments her indifference to health, what effective measures are taken to lead her toward the better possibilities of her existence?

Is it not a reflection upon our humanity to so generally recognize the needs of woman and to lift no strong right hand to help her? Champions, earnest and valiant, have sought to defend her course, but surely they mistake the first principles of true progress who would urge women into untried spheres without first fitting her for the work that is nearest her hand. Again, while nobly striving to lift woman to the upper intellectual plane of man,

to make her his true companion in the pursuits of literature, science, and even the professions, her fundamental training has been strangely neglected. Truly, we build the stately spire before laying the humble foundations of the would-be perfect edifice, and so fail to realize the builder's dream of beauty! It is not, indeed, the gifted few, but the uninspired multitudes that need uplifting. It is not the woman, but the girl that demands a larger share of protective, helpful interest, for only with the dawning of a new era in the education of girls can possibly dawn a better day for woman.

The intelligent efforts of awakened teachers to bring into harmony learning and life, to make evident in the school-room the relation of school tasks to the tasks of the world, are not without fruitage. Give these enlightened toilers "a place whereon to stand," and they might in truth "move the world;" but it is scarcely just, without furnishing the conditions, to demand of them the regeneration of the human race. When we consider the facts of girl-culture as it actually exists among us, can we marvel that the results are not more satisfactory? What opportunities are given to develop strong bodies, and to acquire the practical knowledge so essential to useful, happy, womanhood? Will six hours daily in the school-room, without systematic physical exercise, or thorough tuition in the arts of home-keeping, make a girl healthy and efficient? Does it do it? The average American girl leaves school with little health and less knowledge of the business of life, and as the years intervening between school and marriage, if self-support is not a necessity, are wasted in social frivolities, when the girl merges into the wife she is as little fitted to direct a household, or to be a mother, as to follow a trade or a profession.

Dr. Richardson declares that sanitary science must have its true birth in the home, and would give woman "that training by which she shall be enabled to so direct domestic life that she may exert all her influence for the prevention of disease. She must be taught the laws of lighting, heating, and ventilating the house; the nature and effect of food; the chemistry of the kitchen; the art of cookery. She must understand

and resist those mistakes of marriage which promote disease; she must master domestic economy and be an educated nurse." However attractive such eminently sensible views may seem, they must remain impracticable as long as neither home nor school furnishes systematic instruction in the simplest matters of hygiene and domestic science. The majority of girls "finish their education" before reaching the high school, and the few weeks in physiology, physics, and chemistry, that form a part of the usual course, would scarcely suffice to make possible, even for the small remnant of graduates, the practical attainments the distinguished doctor would have all possess.

How idle, in fact, to concede the necessity for a better preparation to enable woman to meet successfully the demands of modern civilization, and to make no provisions for this necessary training!

In Germany, France, and England, a belief in the precept "the world is woman's and the future the mother's" has recently evolved important measures for the practical training of girls; with us, however, a remarkable indifference to this important branch of educational work still prevails. Even the suggestion that while the boy is working at the bench, or otherwise, as provided by the manual training experiment, the girls be taught to sew or cook, usually calls forth the cry, "Let her learn such things at home; the mother must teach her all that." If mothers *must* and could it might be well, but aside from the fact that American mothers do not consider the domestic education of their daughters a matter of conscience, and could not spare the requisite leisure from other duties, if competent to assume the responsibility, what opportunities would remain after the preparation of school tasks, as at present assigned, for girls to receive such instruction profitably?

The evils that arise through the ignorance of our daughters, even of the simplest knowledge essential to protect them from disease and fit them for the most sacred responsibilities of life, warrant the conclusion that we are not a race of ideal mothers, and cannot hope to become so until the girls of our land receive a different training. How insufficient

all efforts have hitherto been to correct our faults is most evident, since even our "well educated" young women continue, through ignorance or vanity, to distort their bodies, and through lack of purpose and sufficient occupation squander the most precious years of their lives; they still become wives and mothers without knowledge of the duties of maternity, or the needs of child-nature, and home keepers with little but instinct to guide in directing the complicated machinery of true home life, and doubtless will still continue so to do until girls are taught to believe that a knowledge of the laws of health and a conscientious observance of them are a sacred duty; that it is, in truth, a sin to be ignorant of aught that in any way concerns the well-being and right influence of woman as wife and mother, and that to lead an idle or frivolous life in a world so full of noble activities is an offense against the Creator of the human soul with its immortal destiny.

It is not the reformation, but the formation of womanly character that demands the active interest of philosopher and philanthropist—of the true master-builder who, beholding in prophetic thought the grandeur of the possible structure, shall toil with consecrated zeal, patiently and reverently upon its foundations.

It is but just to furnish an opportunity to grow symmetrically, to provide the conditions necessary for the harmonious development of all her powers ere holding high court to condemn the achievements of women.

The security of home, the highest welfare of society, the prosperity of the State,—all demand that the wisest thought and effort be brought to the solution of this vital problem of the true place of the practical in the education of girls.

That the theoretical and practical in education should proceed hand in hand is becoming a conviction, but the monopoly of the theoretical must first give way to make possible the practical. A truer and more general comprehension of the threefold necessities of child nature would surely lead to a better adjustment of facilities for physical, mental, and moral growth, thereby making theory and practice, knowledge and work, co-essential throughout the entire training of youth. The wisest educators of all times have zealously

advocated less of school-room imprisonment, more of study direct from nature, more of learning by doing, while physical training has held a prominent place in every successful school of the past. Comenius, with others, even maintained that four hours daily is the maximum of time to be spent profitably in school. What a millenium such a practice would inaugurate for the youth of to-day! If the exclusive training of the intellect were restricted to the morning hours what a wealth of opportunities the afternoon freedom, properly directed, would furnish for the training of the hand, for exercise and the study of nature face to face. How the entire being of the child would expand under such all-sided, genial influences, growing evenly in intelligence, health and skill to a full rounded manhood and womanhood.

Such a scheme wisely conducted, it seems to us, would soon evolve order out of the present confusion of educational ideas and methods, by enabling the State to provide adequately for all the urgent needs of childhood and youth. Character, the chief end of all education, would reach a higher growth with such incentives for the exercise of all its energies; theoretical study would be pursued more naturally and successfully when restricted to reasonable limits; a vigorous physical development would be promoted by the systematic practice of gymnastics and by the active pursuit of the natural sciences; an acquaintance with the every-day work of life would be acquired through manual and industrial training, while the school, the home, the world, would each gain immeasurably by the firm and intimate relationship thus established. Statistics are not wanting to prove the proposition that intellectual culture would be promoted and not retarded by such an adjustment of brain and hand training. In large cities where the rapid increase of population has necessitated half-day sessions the children thus limited in school privileges have not fallen below the average standard of mental growth, while in England highest authorities claim that the children of working classes who divide their time between the public and the industrial school even excel in mental attainments those who give their entire time to the former.

Once in force, a scheme of this character would, by its results, create a necessity for its continuance, and not least among its benefactions would be the opportunity thus afforded for the efficient instruction of girls in all departments of housewifely knowledge, thereby enabling every woman, high and low, the woman of intellect and the woman of work, to contribute each her individual share to the progress of civilization.

The darkened realms of domestic and sanitary science would be illuminated, and soon would be realized the reformer's brightest dream of efficient wives and mothers, self-helpful daughters, and virtuous sons and husbands.

If "the right education of the people" is "the highest public concern," no effort, no expenditure necessary to secure this right education will be withheld, for to spend in all things else and in the interests of our children to be miserly, would be fatal economy.

### MANNERS IN PUBLIC SCHOOLS.

BY N. C. DOUGHERTY.

If a definition is required, let me say that by good manners I mean those usages of society which, dictated by regard for others, smooth over rudeness and coarseness and selfishness, and make intercourse more agreeable to all concerned. The man of good manners understands the art of living. He strives to diminish friction and to make his own life contribute to the satisfaction and comfort of those about him. And this is the function of good manners. That this is a duty incumbent on all men none will deny. If men will associate, and they will, it is the duty of each one to make that association as pleasant as possible.

But what have our public schools to do with this matter? Are our schools, along with reading, writing, and arithmetic, to teach morality and religion? Yes; if not by precept and dogma, at least by discouraging all that is bad and cultivating all that is good. The Prussian maxim is that what is wanted in the life of the nation must be put into the public schools. They exercise, perhaps, more influence than any other one thing over

the characters of the young, and in them should be found no evil, but all possible good. The character of American society to-day shows that the public schools have been remiss in teaching good manners.

Punctuality is a most important element in good manners. Upon its observance depends, in a remarkable degree, the convenience of intercourse. More than this, neglect of punctuality is an infringement on not only the conveniences of men, but also on their rights. The unpunctual man both inconveniences and robs those about him. By all means the public schools should insist on punctuality and order.

The public school should teach children to show proper respect to the aged. In this effort they must contend against the whole tendency of our institutions. In other lands the very form of government, patriarchal, bearing the marks of a venerable antiquity, impresses upon all citizens the duty of veneration toward age, respect for experience and authority. Our constitution tells its citizens that utility is the universal test, that the government is in the hands of the people to be altered at their will, that antiquity in itself has no claims to recognition. So our people are independent, not inclined to obedience, given to insisting on their rights; and the children are brought up to be pert, saucy, disobedient. They must be taught respect for authority, obedience to law, regard and consideration for age, whether in man or institutions. This duty falls to the public schools, and woe to our country if they shirk it.

Personal cleanliness may, and must be required. In this respect a teacher may do a great good almost without the pupils' knowledge. Take for instance that disgusting habit, the national characteristic of Americans, according to some,—spitting. This arises almost wholly from habit, and a reformation can be effected only by fighting against it when the habits are forming, that is, during school life. A five-minute walk in any public place, or a peep into a railway car impresses strongly upon one the importance of reformation in this respect.

The teacher also has it in his power to accustom his pupils to proper and graceful positions, whether of sitting or standing.



The rules of good health as well as of good manners make this an imperative duty. Permit no sprawling, no lounging, no crouching over the desks, and the benefit both to furniture and pupil will be great.

In all this the teacher must have in mind that example is more potent than precept. Children are quick to imitate, quick to receive impressions. And they are at least as much open to good influences as to bad. Precept contradicted by example is without effect. Precept supported and illustrated by example is a power for good. The teacher must then be a model of the virtues he would inculcate. He must be punctual. He must never show ill-temper or impatience. He must always be cheerful, kind, considerate. Like master, like man. Like teacher, like pupil.

### ✓ EDUCATION IN AMERICA.

Translated from the German of Carl Schmidt.

BY PROF. GRANVILLE F. FOSTER.

#### I.

In North America, under its general school system, are comprised the Common Schools, and schools of the Higher Departments of Learning. Under the head of the Common Schools are further comprised the Primary Schools and the Grammar Schools. As the highest grade (a grade for special students), a higher course completes the curriculum of the Common Schools, variously named in different places, as for instance, here it may happen to be called the Supplementary Course, while there the Select School. Then again it may receive in one place the appellation of the High School and in another Union School. In a few of the great cities of the East the Primary School is outwardly separated from the Grammar School, each having its own special principal; but in a few cities of the West, on the contrary, they are gathered together into one institution known as District Schools, which designation is used like Common Schools in the East for the *Gesammt-volksschule*. In the East the Primary Schools are for both sexes, while, on the contrary; the Grammar Schools are each divided into a male and a female department, but there is recognized no separation of the sexes in the District Schools of the West to the very end of the

course. The number of grades differs in the different Common Schools. New York divides its Common Schools into twelve classes or grades, Boston and Chicago into ten, and St. Louis into eight. In Ohio, there is inserted between the District School and the highest grade (here known as the High School), an Intermediate grade or school, while in Michigan this higher grade (here known as the Union School) follows immediately the primary, so that here this last comprises both the Primary and Grammar schools.

Among the schools of the higher departments of learning, we find, first of all, the Academies, then the Collèges, and finally the Universities, the pride of American schools. Besides these, there are Professional Schools, whose aim is to prepare students for some particular vocation or profession.

#### THE PRIMARY SCHOOLS.

In these (as also indeed in the lower classes of the District Schools), Reading, Writing, Spelling, and Definitions appear to be the especial business to which the largest share of the time is devoted, and at the same time the most assiduous attention on the part of the teacher is directed. After these, however, Arithmetic gradually assumes importance, and comes in for its due share of attention. In the lower classes, the so-called mental or intellectual Arithmetic bears the full sway, while slate and blackboard work appears only in the middle and higher classes. In most of the schools of this grade, Arithmetic consists in a mechanical use of the four fundamental rules. In the respective arts of writing and drawing, only weak attempts on the slate are made. Instruction in singing and in matters of general information, or matters pertaining to the public good, is imparted during the whole course of the Primary School. In the New England States, the idea of the worth of observation-teaching, so grand and rich in its results, is just at present making for itself considerable progress in urging its way into public estimation, while in New York the subject is not so much as debated as yet. As a substitute for observation-teaching, text-books are published, in which the elements of education are dished up in question and answer form. Out of these will everything be extracted at first hand and then learnt by heart.

## THE GRAMMAR SCHOOL.

Reading, Spelling, and Definitions are here as in the Primary School branches, receiving especial attention. In one of the under classes, grammar enters with its constantly repeated, memoriter exercises, to be continued thence through four or five classes. According to the educational regulations of the city of New York, it is made obligatory that grammar should begin in the fourth class with the analysis of the simple sentence, should continue with complex and compound sentences in the third, with etymology in the second, and should conclude in the first by the correction of ungrammatical sentences and with the writing of compositions. In the teaching of writing, proportionally important results are aimed at. At this point, Arithmetic steps into the foreground. It begins with long division and Federal money, goes through common to decimal fractions, and concludes at last in the higher classes in that sanctuary of American life, "Profit and Loss." This last named division of Arithmetic will be boldly attacked, and worked through, and in the mechanical facility to perform the operations which the art of calculating demands up to this point, a completion is reached, which, in the eyes of the clever and versatile American, fully suffices for all the needs of life. But little work is done in Algebra, and the remaining field of Mathematics is not so much as touched. Geography is very zealously pursued, accompanied with History, but both mainly shrunken to the narrow limits of the United States. The Natural Sciences are cruelly handled; an astronomy is taught indeed, which sometimes seems to mount up to the very acme of a wonderful erudition, but which leaves one entirely in the dark as to commonplace, everyday phenomena. Singing receives attention throughout the whole course of the common school, but as eye-witnesses credibly testify, with as poor and meagre results as with drawing. In the higher course the previous curriculum is widened, and here enter as new studies, Geometry, General History, Natural Philosophy, Rhetoric, and the French and German languages.

As a rule, the school-day lasts, in all the schools hitherto spoken of, from 9 o'clock a.

m. to 12 o'clock, noon, and from 1 o'clock p. m. to 3 o'clock. Saturday is quite free. During the hours of the school-day, the lessons which the teachers impart, alternate with the so-called "studying lessons," in which the pupils under the eye of the teachers study their books, or perhaps otherwise occupy their time in performing their writing work! To this self study are two hours daily devoted, so that for the real and legitimate instruction to be imparted in the school-room, only three hours (that is to say, fifteen hours weekly) remain. This regulation extends even to the lower classes of the Primary Schools. In order to find within the limit of the few hours time for the numerous branches of education which must claim attention, the teaching hours are wonderfully dissected and torn to pieces. We find classes not only of thirty minutes, but also of twenty, of fifteen, of ten, and even indeed of five minutes! In the great States of the East and West, the common schools find a complement in the Evening Schools. These are opened in the winter months from sixteen to eighteen weeks, and provide, as far as they do not benefit emigrant (immigrants), adults with a means whereby they may perfect themselves in Reading, Spelling, Definitions, Arithmetic, Writing and Drawing.

The schools of the higher departments of learning are partly for male and partly for female students. The academies do not resemble in the remotest degree our universities, since there is no important difference between them and the higher course of the Common School, and, besides, the students of the Academies are for the most part only from thirteen to sixteen years of age. Even the Colleges and the Universities, under the very best circumstances, barely correspond to the higher classes of our Gymnasias and Realschulen. How they are arranged and regulated cannot be further described here.

For a general supervision in educational matters, there exists at Washington a Bureau of Education, but except over those special educational institutions which have been established by the United States for the purpose of furthering the interests of the army and navy, such for instance as the world-renowned West Point Academy and the less

celebrated naval schools, the government directly exerts no power. Besides this general supervision, every other power in educational affairs is left to the individual States. A description of matters as they exist in the State of New York will sufficiently characterize the nature of the power usually exercised in the various States. Here stands at the head of the school system the State Superintendent of Public Instruction. He supervises the school system of the State, and controls and manages it by means of general rules and regulations, drawn in accordance with the State laws. To this office must the superintendents of cities and counties send annual reports of the condition of the schools under their jurisdiction, and in accordance with his rules and regulations must they act. Against the decision of a County or District Superintendent an appeal to him, as the higher authority, can be made. The State Superintendent is by virtue of his office, a member of the "Board of Regents of the University," and has therefore direct influence over that institution. The highest power, moreover, resides in the "Regents of the University." To them belong *ex officio*, the Governor of the State, the Lieutenant-Governor, the Secretary of State, and the Superintendent of Public Instruction. Besides these are nineteen members, who are chosen from different parts of the State. The nineteen live scattered in various regions throughout the State, the rest reside at Albany. The entire body corporate meets yearly on the second Thursday in January, at the capitol at Albany, organizes for the new year, receives the reports of the various committees, and passes new resolutions. To them belong the duty of visiting the several State institutions of learning, the power of incorporating new ones, the right of expending money for the purchase of furniture and school apparatus, the management of the State Library and the State Cabinet of Natural History, the disbursement of the moneys of the "Literature Fund," the preparing of the yearly report to the Legislature, which embraces propositions and recommendations for the promotion of Public Education. For each of these separate duties the entire Board chooses respectively a committee consisting of five or six members. Each of the several State institutions will thus

be visited annually by one or two of the members. The Board has very recently organized a united association of the Regents,—professors, teachers and officers of all the universities, colleges and academies, for the purpose of discussing plans and methods of instruction in order to learn which are the best and most practical, to bring into harmonious working with each other the various State educational institutions, to develop such educational plans as will be best adapted to meet the exigencies of the times, the constantly growing intelligence of a people who demand greater and better results for all the educational work performed, and finally to keep the Legislature fully alive as to the needs of the school system, and fully acquainted with its details. The first of this kind of association was held in 1863.

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#### THE SOUTHERN ILLINOIS NORMAL UNIVERSITY: SHALL IT BE REBUILT?

BY ROBT. ALLYN.

I am pleased to find that the extreme northwest of the commonwealth sympathizes with "Egypt" in the business of normal training for teachers. The article of Superintendent Brand, in the November number of THE JOURNAL, is to me welcome on account of its kindly spirit and its evident love of education and progress. I must, however, dissent from its conclusion, not, I trust, on account of any pride of locality or personal interest in this school. It must, in the course of nature, be so short a time that my daily bread will be earned here that I can look very impartially on the whole manner. As much so, I trust, as Mr. Brand himself does. Everyone who knows him values his opinion, because of his long disciplined intelligence and his patriotic philanthropy. So if I mildly dissent from the plan suggested, I do not regret the publication of his excellent article.

Mr. Brand proposes to rebuild our institution on a much smaller scale, to erect also four or five more buildings in different parts of the State, and to convert the one at Normal into a real Normal University—a center and director of all the others, whose courses of study shall be coördinate and chiefly preparatory for that.

I am willing to grant Mr. Bland's scheme to be a good one in theory and in a centralized government. It will, however, always be difficult to make schools, distant from each other and in communities differing considerably, work together. Besides, the plan leaves the center of the system to be a possible rival of all the others in its first two years, and is undemocratic and neglects the borders. Let me proceed to state—not argue—a few points.

1. The plan will interfere with what has been established, and will require much readjustment. The University at Normal has been going for twenty-seven years, and the one at Carbondale eleven years, each independent, and doing work covering a large course, substantially the same, but neither very complete as to university study. Each has developed as the wants of the section and the students attending have suggested a system, and both are doing just about what experience has proved to be most profitable. I think the proposed plan would cause too great a change in both.

2. Besides, other States have found it best for them to act on this plan of independent schools. Mr. Brand names several States each of which has several schools all of which are independent so far as their courses of study and manner of discipline are concerned. They are coördinate, in fact. So in foreign countries. A system of affiliated and subordinate normal schools occurs nowhere. This is not conclusive against the new plan. But it does suggest that the want of academic normals and university normals, embraced in a centralized system, has not been so felt by the people as to suggest an attempt to supply or inaugurate it. Thus the plan of independent normals in particular localities has gradually worked itself out by experimenting, giving to several sections of a State what in one sense are local schools, yet still being children of the State.

3. Besides, the range of scientific pedagogy is as yet too narrow to make a base for a university of pedagogy by itself. Two lines at present are all the courses of these schools can follow with profit—a pretty thorough review and extension of elementary studies and methods, and some careful practice or model teaching, under the direction of skill-

ful superintendents. All this is simple, and is the work most of all desirable; and it ought to be, like the school itself, near the people. Possibly every normal school ought also to give its students a fair knowledge of mental philosophy and logic, or psychology, for the material to be operated on is as important as the process.

4. But the point to be made here has reference to locality much more than to the school work.

Our State is peculiarly diverse, both in its territory and population. It embraces almost five degrees of latitude. Its south—a wedge between Indiana and Missouri—was settled largely from Georgia and Tennessee, and has idiosyncrasies which will make its wants peculiar. The population of the center came more from Kentucky and Virginia, and their pursuits are different. The section west of the Illinois river, sometimes called the military tract, derived its settlers from Pennsylvania and New York, and has its special habits. While the north and the northwest drew from New England and the eastern cities, and it is largely engaged in manufacturing. There is another section which has its center near Alton and Belleville, where the settlers are mostly Germans, though people of this nationality are numerous in the north. Yet there is nowhere else such a predominance of Germans as to give tone to society.

Each of these sections ought to have a Normal school, and all should be equal in grade and in support by the State. It might be a fine and a profitable thing to make a Chair of Pedagogy in the State University, at Champaign, for all sections. Each locality would then adapt a school to its conditions, and every one wishing to become a teacher would find a school within easy reach. But the greatest benefit would be that all these schools would exert a stimulating effect on education equally in all the diverse portions of our State. The pressure would be everywhere equal to elevate all, and youthful ambition in one part would find an equal chance to rise, and at an equal cost. For a central school would compel the extremities to bear greater burdens in cost of travel, unless, as in New York, the State would pay traveling expenses.

5. Now pardon a few words as to the cost of what I have hinted. But first let it be

said this State ought never to ask a locality to help it build an institution which the people need. The State treasury is now bursting with money—not less than a million and a half lies idle all the time. The Illinois Central railway pays into it almost a half million a year. The levy of twenty-six cents is so small that not a man feels the annual tax.

Suppose the next general assembly should decide that the State shall have what it really needs—six Normal schools, all as good as the two it now has. It will rebuild one and make four new ones—one in the clear water region, along the Rock river, of the northwest; one in the manufacturing portion of the northeast; one in the military tract between the Illinois and the Mississippi rivers; and one near Madison or St. Clair county, though many might not so strongly desire this, since it might tend toward provincialism. Let each cost \$200,000, and the total is a million, which three years of the income from the Illinois Central will furnish, and annually support the schools handsomely, besides using the interest of the college and seminary fund as now.

And it would be well for educational men to remind the people of a few facts: The State, when it was financially embarrassed, used the fund, donated by Congress for seminaries and colleges, to pay the ordinary expenses of the government, and Hon. W. H. Green, of Cairo, has estimated that the State honestly owes this fund a trifle over \$800,000. Let the State repay this and use it for the support of Normal schools, not raising a tax, but appropriating the money derived from the Central to the purpose. It is ample, and even more than enough to build, equip, and annually sustain six such Normal schools as the State needs. Besides, remember that it is derived from a grant of public lands, as the seminary fund should have been. To use it thus is then to repay what the State owes, and to carry out the beneficent intentions of the Congress as to the education of the people.

I will say no more. Let us rebuild this University as good as it was. Then use a sum, \$200,000 a year, till we have as complete a system of Normals as any State—as good as old Massachusetts with her seven, or New York with her eleven, or Pennsylvania with her twelve, or our younger sister, Wisconsin,

with her five, and her Chair of Pedagogy. We can pay for them all, and more if needed, without really taking a cent directly from the people's pocket, and in doing it can pay a debt which the State honestly owes to its children.

### WHY SHOULD THE LAW RELATING TO THE COUNTY SUPERINTENDENCY BE AMENDED?

BY W. L. PILLSBURY.

The reasons for a change in the law about the County Superintendency may be stated briefly, as follows:

1. The law does not now provide for a force in the County Superintendent's office large enough to perform the duties legitimately belonging to it. It will ultimately be found that any County Superintendent needs assistance in whose county there are more than fifty schools whose supervision is not provided for locally. Some counties have over two hundred such schools. Doubtless the county board may, as the law now is, put more help into the office; but the law should recognize the necessity for such help, and provide for it directly and positively.

2. As the law now stands, the county board has the power to make the number of days which the Superintendent may spend in the performance of his duties, receiving pay therefor, as small as it pleases; and it may change the number when it pleases. The office will not be efficient to anything like the extent it should be until this restriction and this uncertainty are removed.

3. Supervision of schools without visitation is an insult to common sense; the law should require visitation.

4. The pay of the office should be made commensurate with its duties and responsibilities, and the ability required in the officer.

The several county officers were paid during the year ending December, 1873, as follows:

State's Attorney, \$1,200.69; County Judge, \$1,160.30; County Clerk, \$1,595.69; County Treasurer, \$1,320.85; Circuit Clerk, \$1,474.40; Sheriff, \$1,489.70; County Superintendent, \$791.11; and the County Superintendent paid enough for expenses in traveling, etc., out of his own pocket to bring this amount down to

\$700. Now will any candid man say that we do not need as good a man in the County Superintendent's office as in any other county office, or, that its duties are less important, or less worthy of pay?

Again, the County Superintendency should, at least, be put on a par with the leading teachers of the county. The average compensation for these was \$1,125, with no deductions for expenses.

5. It will not do to wait for things to get better under the present law. Mr. Williams, in La Salle, and Miss West, in Knox, both in rich and populous counties, both known of every one as faithful and able Superintendents, served nine years and were paid for 200 days a year. Only eleven County Superintendents now have unlimited time, and only three have assistance. We have made some progress; but the progress is too slow, and the office is not an experiment to be treated as it is.

6. It is very desirable that the next legislature make a change, for County Superintendents will be elected for another four years before another legislature convenes, and unless a law be passed this winter, any considerable change could not go into effect until 1890.

To the reasons given above, many would add a seventh, that the law should prescribe something in the way of qualifications. Logically, they are right: whether this change is practicable or not is not so clear.

What is needed is vigorous and harmonious action on the part of all, to secure all that is possible.

### THE ELECTION OF PRESIDENT.

BY WM. A. MOWRY.

It is important that all the boys,—and the girls, too, for that matter, since by and by they may possibly, or will probably, vote, as well as the boys,—should know exactly what the entire process is, for the election of a president of the United States.

Four years ago on the day of election, the writer called together his entire school, about two hundred and fifty boys, placed the class studying the United States Constitution, which had just finished their consideration of the executive department, on the front seat, and

carried through substantially the following exercise:

"John, will you state to the school what is the first thing the United States Constitution says about the election of a president?"

"The executive power shall be vested in a President of the United States of America. He shall hold his office during the term of four years, and, together with the Vice-President, chosen for the same term, be elected as follows."

"What do you think, John, about the length of the term, four years?"

"I think it is too short. If the term were six or eight years, and the president were not eligible to a re-election, there would be less disturbance incident to the contest, and the President would not be trammelled in his action, by the wish to so shape his course as to secure a re-election."

"James, state what the Constitution says about the method of electing presidential electors."

"Each State shall appoint, in such manner as the Legislature thereof may direct, a number of Electors, equal to the whole number of Senators and Representatives to which the State may be entitled in the Congress; but no Senator or Representative, or person holding an office of trust or profit under the United States, shall be appointed Elector."

"To how many electors, then, is Massachusetts entitled?"

"Massachusetts has twelve representatives and two senators; therefore she is entitled to fourteen electors."

"To how many electors is Delaware entitled?"

"Delaware has only one representative and two senators; therefore Delaware is entitled to three electors."

"To how many, New York?"

"New York has thirty-four representatives, and consequently has thirty-six electors."

"How many electors are there, at present in all the States?"

"There are thirty-eight States, with seventy-six senators and three hundred and twenty-five representatives. According to the Constitution, the whole number of electors would be four hundred and one."

"Thomas, you may give the clause of the Constitution in relation to the time of choosing the electors."

"The Congress may determine the time of choosing the Electors, and the day on which they shall give their

votes; which day shall be the same throughout the United States."

"Has Congress, by law, established the day?"

"It has. In 1792 a law was enacted requiring electors to be elected by each State within thirty-four days preceding the first Wednesday in December. But in 1845 Congress passed a law declaring that the electors shall be appointed on the 'Tuesday next after the first Monday in November.'"

"How are these electors appointed?"

"At the present time, in every State, the electors are chosen by the people. In the earlier days of the Republic they were appointed in different ways in different States. In some of them, the legislature appointed; in others, they were elected by the people. South Carolina was the last State to change. She appointed her electors by her legislature until the Civil War. Under her new constitution, since the war, she has passed a law providing for their election by the people."

"Now, William, you may repeat the clause in the Constitution which tells how these electors shall cast their votes for President and Vice-President."

"The Electors shall meet in their respective States and vote by ballot for President and Vice-President, one of whom, at least, shall not be an inhabitant of the same State with themselves; they shall name in their ballots the person voted for as President, and in distinct ballots the person voted for as Vice-President, and they shall make distinct lists of all persons voted for as President, and for all persons voted for as Vice-President, and of the number of votes for each, which lists they shall sign and certify, and transmit, sealed, to the seat of the government of the United States, directed to the President of the Senate;—the President of the Senate shall, in presence of the Senate and House of Representatives, open all the certificates, and the votes shall be counted;—the person having the most votes for President shall be President, if such number be a majority of the whole number of Electors appointed."

"When do these electors meet to cast their votes?"

"By the law of 1792 the electors are required to meet and give their votes on the first Wednesday in December."

"At what place do they meet?"

"At such place in each state as the legislature thereof shall have by law directed. They usually meet at the capital of the state."

"Is there such a thing, then, as the electoral college?"

"There are as many electoral colleges as there are states. The electors, therefore, meet the same day in all the states, and cast their votes independently of each other."

"Henry, you may describe the certificates they make and sign."

"The Electors are required to make and sign three certificates of all the votes given by them, and to appoint a person to take charge of and deliver one of the certificates to the President of the Senate at the seat of the national government, before the next January then ensuing."

"If there should then be no President of the Senate at the seat of government, the certificate is to be deposited with the Secretary of State, to be delivered by him, as soon as may be, to the President of the Senate. Another one of these certificates is to be sent by the Postoffice to the President of the Senate at the seat of the government. The remaining certificate is to be delivered to the judge of the District Court of the United States, for the district in which the Electors are assembled."

"The executive authority of each state is also directed by the act to make out and certify three lists of the names of the Electors of such State, and the Electors are to annex one of those certificates to each of the lists of their votes."

"Suppose, for any reason, the messenger of any state does not deliver the certificate of the vote, and the certificate sent by mail does not reach the president of the Senate?"

"If a list of votes shall not have been received at the seat of government on or before the first Wednesday in January, then the Secretary of State shall send a special messenger to the district Judge, in whose custody a list has been lodged, who shall immediately transmit his list to the seat of government by this messenger."

"When, and how, and by whom are the votes from the several States counted?"

"On the second Wednesday in February succeeding the meeting of the Electors, the certificates shall be opened by the President of the Senate, in the presence of the Senate and the House of Representatives, the votes counted, and the persons who shall fill the office of President and of Vice-President ascertained and declared agreeably to the Constitution."

"When is the President inaugurated?"

"On the fourth of the following March."

"Stephen, what are the requisite qualifications for a President of the United States?"

"The Constitution prescribes three qualifications, viz: (1) He shall be thirty-five years old. (2) He shall be a native-born citizen of the United States. (3) He shall have been a resident of the United States fourteen years prior to taking his seat."

"You say fourteen years a resident. If a man should travel abroad during that time, would it make him ineligible?"

"No, sir. He would not lose his residence by a trip abroad, if he still retained his home and legal residence."

"Suppose he would be abroad on government service?"

"That does not cause him to lose his residence. James Buchanan was minister to Great Britain just prior to his election as President. A government officer on foreign service still retains his residence at his home. Moreover, should he have children born abroad, they will be considered as native-born citizens."

"Now, Albert, suppose there is no choice by the electors: what then?"

"The Constitution provides that the House of Representatives shall immediately choose, by ballot, a President from the persons having the highest number, not exceeding three, on the list of those voted for as President."

"How shall this vote be taken?"

"The vote shall be taken by states, each state having one vote."

"Well, now we have followed the method of electing a President through, step by step. But let us return and see if we altogether understand it. Robert, what is the first thing, practically, that is done toward the election of a President?"

"The election of the electors."

"That is, I grant, the first step provided by the Constitution. But practically, is there nothing preceding the election of the electors?"

"Yes, sir; there are always, at least, two great political parties in the country. These parties call a general convention from the whole country to nominate a President, and these political conventions put their candidates in nomination. Then, in every state, each party by convention nominates its candidates for electors. So that in voting for a particular set of electors is understood to be equivalent to voting for such a candidate for President."

"George, do not the citizens vote directly for the President?"

"No, sir. The printed ballots usually have at the head the name of the party, followed by the name of the candidate for President and for Vice-President, and then below, the names of the proposed electors."

"Now, Winthrop, is this all necessary for the vote?"

"No, sir. All that is necessary is the names of the electors. Each citizen votes only for the electors, and not for the President or Vice-President. Their names might be torn off from the ballot without effecting the value of the vote."\*

"Hollis, when is the President elected?"

"When the presidential electors cast their votes for President, on the first Wednesday in December."

"But is it not practically certain before that time?"

"Yes, sir. The electors are substantially pledged to vote for the party candidate previously nominated; so that, when they are elected, on the first Tuesday after the first Monday in November, it is practically certain who is to be President, although he is not then elected."

"There are many other matters which would make an interesting discussion for us as the whole question of the election of Vice President by the electors or by the Senate, the succession to the presidency and to the vice presidency, etc.; but we have had enough for one lesson. Please consider for a moment what a grand sight it is, to-day, to see a nation of fifty millions of people placing their vote quietly in the ballot-box, for their chief magistrate for the next four years. Perhaps we can all now sing 'America.'"—*Journal of Education.*

A theory about the dead languages:—That they were killed by being studied too hard.

No one can mistake the happy, joyous atmosphere of a good school room. I am quite sure that I can feel the growth of a school and the best place in which to judge of it is the play-ground. If the children break out of the house with yells and cries, like prisoners breaking away from the Bastille; if they are coarse and rough in their manners, insolent to their equals, and impertinent to their superiors, then be sure that such a school furnishes but little better training than the street.—*F. W. Parker.*

\*The teacher in carrying on this exercise in his school should have in hand specimens of ballots, and exhibit them and explain further on this point.



## AN EXERCISE IN CHANGING PROSE TO POETRY.

In order to test a pupil's understanding of poetry, a transcription to prose is often used. A teacher recently employed the device, and sends the results to *THE JOURNAL*. The use of the words employed by the poet was discouraged, and the children were urged to consult the dictionary freely.

### ORIGINAL.

"And where is he, that tower of strength,  
Whose fate with hers for life was joined?  
How beats his heart, once honor's throne?  
How high has soared his daring mind?"

"Go to the dungeon's gloom to-night.  
His wasted form, his aching head,  
And all that now remains of him  
Lies trembling on a felon's bed."

### TRANSCRIPTION.

"And where is he, that high edifice of strength,  
Whose death with hers for life was have joints,  
How beats his seat of love, once to esteem a royal  
seat,  
How high has to fly aloft his fearless understand-  
ing?"

"Go to the prison dark to-night,  
His wasted shape, his aching chief.  
And all that now relics of him,  
Lies trembling on a public criminal."

A careful perusal of the transcription will indicate the faithfulness with which synonyms were employed.

## NATURE THE SOVEREIGN SCHOOL-MISTRESS.

BY W. H. VENABLE.

### I.

Mother Nature is the sovereign school-mistress. The teacher who does not co-operate with her fails; who does co-operate with her succeeds, for she is the authorized principal of all the schools. Her credentials come from on high. Her certificates are signed by the Great Examiner.

Man has his part in training his fellow-man; he is his brother's keeper; but his duty is limited by his ignorance. Human responsibility extends to the verge of human wisdom and virtue, which is soon reached, and beyond that verge Divine hands relieve us of our tasks and cares. Children come out of the mystery of Heaven, and are consigned to our trust to be nurtured, taught, made ready for

the career called living, and the destiny called dying. From God we come into the world; out of the world we go to God. From the infinite unknown to the infinite unknown is the brief flight called mortal existence.

Nature, the daughter of God, sits in the earth to interpret her Father's will. Her lap is filled with the records of centuries, and she opens to man Sibylline chapters foretelling what humanity shall become. She is the sovereign school-mistress. Hear ye her voice.

Man's first duty is to educate his kind; and to educate is to assist Nature, not to supplant her, not to oppose her. Could we only know how to adjust ourselves to the laws of God (which are Nature's laws), we might hope to educate with a potency hitherto not dreamed of.

We must educate children—must instruct, control, inspire, direct them, by the wisest means we know, but we must not forget that they also educate themselves, or are educated by inworking forces; that the very structure of their being determines their culture; that Nature gives impulse to every faculty and defines every function of body and mind.

Teachers cannot create new mental and moral elements in pupils; as well may they try to create new physical organs by gymnastic training. We may retard, develop, regulate, harmonize existing organs and forces, but that is all we can do. The educator's utmost science is to know Nature's laws; his supreme art is to coöperate with them. This is the economy of economies.

You widely miss my meaning if you gather from these sentences that I recommend an education unsystematic and vague. By the term Nature I do not mean savagery. Boys and girls should not be left to run wild; nevertheless, remember that the same instinct and energy which runs them wild is the power on which to rely in propelling them up the hill of civilization. The misapplication of power is evil, but power itself is good. As where there is life there is hope, so where there is mental force there is promise. It is a radical mistake to regard the faculties of the soul as essentially bad or wrong. There are no evil passions or base propensities. The complete man possesses all the faculties named or not named in mental and moral philosophy. The

perfect man uses all, misuses none of these faculties. Evil springs from misuse, and misuse is as often the result of ignorance as of conscious law-breaking. The teacher has cause for discouragement and grieving when he discovers a strong faculty perverted; yet he should take heart from the reflection that *conversion* is always possible; that, in fact, the best skill of his days must be employed in converting. One may deal confidently with a developed faculty,—with an active, positive, vigorous force; but how much more difficult and perplexing it is to germinate an embryo, to hatch an egg of the mind and feed the chick through the gapes of feebleness.

There must be some natural order of development in man. Each individual grows, feels, wills, acts, according to the tendency and possibility of his nature. As the observations of meteorology bring us nearer and nearer to the realization that every change in the weather depends on fixed laws, and that even the variable winds and electric storms obey an invariable force, so, the study of man's nature tends to prove that what seems accidental and irregular in character and conduct may be in accordance with persistent forces understood and applied by superior wisdom. Men are alike in elementary constitution, but diverse in development. From unity education produces infinite variety. Nature seems to abhor sameness; she differentiates, and we err when we oppose her method.

The organization of the human being is so intricate, so complicated, so multitudinous, that science is foiled in her attempts to discover the law of its operation. Here is a clock-work which no one but the maker understands. It has been running for thousands of years,—some say for millions, and yet it has not revealed the mystery of its structure. We can see the index moving, but we cannot see the wheels and springs, the weights and pulleys within. We observe eccentric attachments, but know not how they are organically connected with the machine. We may break open the case, and pry curiously within, and learnedly name the parts—*protoplasm*, and *gray matter*, and *nerve-force*; but alas! when the clock is broken it is not a clock.

The most pedagogical pedagogue must frankly own that man is a mystery. But this

mystery is not all mysterious. Some things we know, and much we may learn, and all is known to the Creator. Using what we know, learning what we can, and trusting Him for the rest, let us enter our school rooms and do our work.

## II.

Much time is wasted at school, in attempting to teach children what they are not old enough to learn. The farmer is not so foolish as to plant corn in January. But how foolish the parent or teacher who thinks to grow, in the child's brain, the reasoning powers, the conscience, the moral sense, before the season. When my pupil was six years old he could not comprehend the simple elements of grammar, though he studied by the hour and stained his slate with tears; when he was twelve he found no difficulty in elementary arithmetic and grammar, and he wondered that he had ever regarded these studies with disgust. Nature, thou patient school-mistress, why didst thou not teach me not to teach?

We do not look for ripe fruit on succulent sprouts. Why expect the elaborate essence of morality in early youth. Green apples are bitter and sour. The fond mother weeps at what she deems the depravity of her young son. Remember the boy is a boy, not a man. He is yet in the savage state of his individual life. The marvelous insight of Plato long ago discovered the real state of the case.—“The boy is the most unmanageable of all animals; he is the most insidious, sharp-witted, and insubordinate of animals.” But hear how the wise Greek explained the fact. The boy is thus because “he has the fountain of reason in him not yet regulated.”

Yes, boyhood is prehistoric, or at best the primitive period of human life. It is a heroic age, a dramatic era, a time of war and love, but not civilized, much less enlightened. Shall we call it the Thor period, of which the leading idea is *hammer*? Boy as boy is interesting to contemplate, but who could bear to exist with a perpetual boy? He is not only a perpetual motion, but a never-ending noise, and a ceaseless explosion of dynamical violence. Our mental ejaculation to the average boy is that of Dicken's benevolent Cherub to his brother: “Devil take you, Ned, God bless you.”

Let us have patience with these obdurate young brethren. Their ugly transitional traits will not last. Let the surgent blood leap where it will, and let the animal grow. Bear and forbear. Yes, be thankful that Sam is Thor, hammering thunder out of the sky, not pale Narcissus drooping by the brook of death. The finer principles of benevolence, pity, piety, gentleness, self-sacrifice, are of slow culture. You, there, who sit at the teacher's desk, have *you* quite tamed the savage in you? Try the ratan on your own back, then.

Trust Mother Nature to punish the boys. Gracious Matron! she forever whispers deep lessons to their hearts. Sam weeps on her consolatory bosom, after disdaining his mother's plea, his father's condemnation, and his master's, rod. Yes, rigorous yet gentle Nature knows the boys will not forever stone the pigs, slay the cats, and pull off the birds' heads. They will not always monopolize the nicest of the apples and beat their sisters for reporting the facts. Experience discovers limitations to their tyranny, and teaches even their selfishness to seek gratification in less objectionable ways. They throw away the Thor hammer of their own accord, seeing it is not the best instrument with which to win happiness.

The farmer finds it almost impossible to crush, with roller, harrow, and hoe, the stubborn clods of his field; but under the action of rain, frost, sunshine, and gravity, how often have I seen those same stubborn clods fall to pieces of themselves, and crumble down about the roots of the wheat and barley! So the teacher finds it difficult to subdue and reform incorrigible propensities, that, if left alone, will soften, yield, and disappear, under the beneficent influences which commonly bear upon youth. How many efficient assistants every teacher might have if he were wise enough to know it. The first assistant ought always to be the teacher's own pupil. Ah! I spoke without reflection, and should have said the teacher is only first assistant to the learner, for real education must always be, in the main, self-help.

### III.

He who co-operates with Nature, in the work of educating the young, will discover

that Nature's text-book is illuminated on every page with the inspiring word, Freedom. Freedom is the best good. Freedom is good for the body; good for the soul; good for man—for each organ and part of him, even to the minutest atom that enters into his composition, and for every motion of life or spirit that stirs his being. Freedom is strength, activity, life,—unfreedom is feebleness, paralysis, death. Freedom is neither license, nor constraint; neither stimulation, nor stupefaction; nor the condition of the over-nourished hot house plant, nor of the neglected weed by the barren way-side, nor of the rank, untended wild vine of the forest; but it is the state of the cultivated vegetation of the fertile, sunny garden bed. Freedom is the condition which allows man to become his perfect self in the happiest way. It is a favorable opportunity to conform to the law of individuality, to adjust man's faculties to their natural and proper use, to seek and find one's own physical and spiritual heritage, and to reach the full stature of independent manhood. Freedom is not the right to do as you please; it is the liberty to do and become what you are capable of in the legitimate exercise of your own powers—the privilege of obeying the eternal commandments inscribed by the Creator upon your members and your mind.

There can be no true obedience without freedom. To obey the laws of health I must be permitted to obtain proper food, practice suitable exercise, breathe pure air, and sleep in peace. The mind's health, also, requires wholesome surroundings and opportunity to enjoy them. Elegantly has Holmes elaborated an old, familiar figure illustrating my subject. "Look at the flower of a morning-glory the evening before the dawn which is to see it unfold. The delicate petals are twisted into a spiral, which, at the appointed hour, when the sunlight touches the hidden springs of life, will uncoil itself and let the day-light into the chambers of its virgin heart. But the spiral must unwind by its own law, and the hand that shall try to hasten the process will only spoil the blossom that would have expanded in symmetrical beauty under the rosy fingers of the morning."

Not only must the plant blossom in its own way, it must remain of its own species. Shall

one say in obstinate pride or blind conceit, "I will make of this plant what I please, I will conform it to my ideal,—it shall bear peaches,—it shall bloom roses,—it shall ripen corn,—it shall grow, like Jack's bean, a hundred miles high,—it shall be a creeping moss?" Or shall we reflect, with humility, as co-workers with God, "What will come of this marvelous perennial that I am permitted to train? What lovely and heretofore unheard of blossom may it unfold? How can I best nurture and protect its tender leaves? How can I discover what soil, situation, and culture are best adapted to it?"

Fellow teachers, let us emancipate ourselves from the slavery of a mechanical system which ignores Nature, forgets God, and reduces us to tasked operatives, supervising a spinning-jenny. Let us emancipate the children from the tread-mill task of grinding out lessons for the sake of recording the grists. Lead them back to the freedom of Nature; make them conscious of mind, thought, affection, duty, and joy. Feed them not on husks, but call them to the fruity orchard of vital knowledge, and to the flowing waters of living virtue. Measure your success not only by the number of subjects taught, but by the number of minds roused to action. Count it no merit to have passed your class with an average per cent. of 99, unless you can claim also that the class has learned to love learning.

Show me one boy or one girl whom you have induced to seek study as a pleasure rather than a task, and I will say you deserve the crown of praise. Make of this boy an original man; make of this girl a woman whose mind to her shall Kingdom be, and no crown of praise can add glory to your brow.

Oh, that some blessed revival could come upon the brain and heart of our profession; could fall like sunlight from Heaven and illuminate and warm us for our duty. For we forget the principal things we should remember. The teacher should more than teach, more than govern, more than love; he should *inspire* his school. Inspire, breathe into the pupil the animative principle, the soul-breath, the awakening spirit, that gives consciousness of the need of activity, power, culture, education.—*Ohio Educational Monthly.*

## EXAMINATION FOR STATE CERTIFICATES. 1884.

THEORY AND PRACTICE OF TEACHING.—Time, two hours.

JOSEPH PAYNE'S LECTURES.

(The credits will be divided equally between the two parts of this paper.)

1. Give a general description of Payne's book, and tell what things in it have impressed you most.
2. Define and illustrate clearly, the difference between *instruction* and *education*; and give their relation to each other.
3. Define and illustrate what is meant by the "Education of Nature," and by "formal" education.
4. Explain clearly the true relation of the teacher and his pupil.
5. Explain what is meant by the "Science of Education;" also, by the "Art of Education." Illustrate.
6. Give the substance of *five* of Payne's "Principles of Education."
7. State briefly Payne's views about teaching sciences in common schools. Do you agree? Give your reasons.
8. What is "Cramming," according to Payne? Do you think it is always bad? Why?
9. Criticize the statement: "He who knows a subject can teach it."
10. Give a clear idea of Jacotot's "System of Education." What do you think of it?

POINTS OF ESSAY ON HORACE MANN.

1. Give a brief sketch of his life.
2. Give his most important services to the cause of education.
3. What were the principal difficulties he had to contend with?

PHYSIOLOGY.—Time, one hour.

1. Show diagram of a cross section of bone, naming all the parts. How do bones grow?
2. Distinguish between voice and speech.
3. State the functions of the skin, lungs, and kidneys. Give proofs of their intimate relation.
4. State the appearance and condition of the heart and lungs in asphyxia.
5. Trace the blood from the pulse at the wrist to its return to the same place. (Full.)
6. What provision has nature made for stopping hemorrhage from arteries, veins, or capillaries? What can man do?
7. Describe the portal circulation.
8. Where and how is the heat of the body produced and regulated?
9. How is the image of an object produced on the retina? What is the visual angle?
10. What are the objects of ventilation? What difficulties attend the effort to secure these objects? Give cautions.

### BOOK TABLE.

**FIRST BOOK IN GEOLOGY.** Designed for the use of beginners. By N. S. Shaler, S. D., Professor of Palaeontology in Harvard University, Boston: Published by Ginn, Heath & Co., 1884.

This book consists of two parts. The first, consisting of 252 pages, treats of the usual topics found in elementary text-books on geology. The author begins the subject with a chapter on pebbles, sand, and clay, of which the most interesting lesson is the one on the formation of soils. The lesson on the formation, kinds, and uses of coal is unusually pleasing and instructive. It is so plain and simple that any boy or girl who can read it, will readily understand it. The lesson on the course of water under-ground, showing how caves are formed, is also attractive, and is sure to be remembered by all who read it.

The second part of the book, consisting of 73 pages, is more especially for teachers. By means of the wise suggestions of these pages, any teacher can impart a knowledge of the general principles of geology to his pupils, with pleasure and profit both to them and to himself.

The book is a valuable one, and should be accessible to all pupils in the intermediate and grammar grades.

**ELEMENTARY HISTORY OF THE UNITED STATES.** G. P. Quackenbos, LL. D. New York: D. Appleton & Co.

It is evident that the author of this book understands children, and knows how to adapt his style of narrative to the requirements of a book of this title. Among many excellent features of this little history are the following: Plain and simple language, short sentences free from complicated structure; a charming style of lively narrative, suggestive of pleasant trains of thought; suppression of endless minutiae in narrating leading events; truthful anecdotes are liberally interspersed; instructive and life-breathing illustrations from the pencils of eminent artists. Altogether, it is one of the best young people's histories we have seen.

**AN INTRODUCTION TO APPLETON'S FOURTH READER.** D. Appleton & Co.

As a rule, pupils in any of our lower grades do too little reading before they are advanced to a higher grade. The quantity and kind of reading furnished to any grade by one book of any one series is not sufficient. Teachers have attempted to supply this much-needed work by introducing supplementary reading in various forms. The above book is intended to supplement the work of the Third Reader, and to introduce pupils to the work of the Fourth Reader. To this purpose it is admirably adapted. The selections are new, fresh, and full of interest to children. A new feature in this kind of work is the language lesson appended to many of the selections. Next to what they have seen pupils are best ready to talk about what they have read. Besides the oral exercises on these lessons, the slate and pencil work will materially aid the pupil in grasping English construction. There is a place for this book, and it fits.

**HOW WE LIVE. OR THE HUMAN BODY, AND HOW TO TAKE CARE OF IT.** Janus J. J. and Eugene Bouton, Ph. D. D.—Appleton & Co.: New York.

This is a plain, elementary treatise for beginners. The book is true to its purpose and has therefore left

minutiae and ultimate analysis, for a higher physiology. It begins with the human body and its parts, and by a logical progression ends with a chapter on the mind, and the formation of ideas. Function is considered first; then the structure followed by the hygienic law applicable to the case. This last may usually be derived from the discussion of the other two. At the close of each chapter is appended a list of suggestive questions, intended to test the pupil's powers of inference, and incite his careful observation and research. The book will be in good demand where a more exhaustive treatise is not practicable.

**A BRIEF HISTORY OF ANCIENT, MEDIEVAL AND MODERN PEOPLES. OR BARNES' GENERAL HISTORY.** A. S. Barnes & Co.: Chicago.

The Barnes series of school histories has been so thoroughly and generally tested that any new text-book belonging to this series needs little comment. The increasing demand for them proclaims their general excellence. We do not hesitate to say that the above volume of 600 pages and appendix, is the crowning book of the series, and is not surpassed by any other school history of like title and purpose. Among its salient features are the following: Political history is narrowed down to essential facts; the literature, religion, architecture, character and habits of different nations are more fully presented here than in any other book of its size; many of the scenes in the real life of ancient peoples are presented in the most attractive and live manner, and form an interesting part of the book; the charm of romance everywhere mingles with the accuracy of fact. The book is also provided with blackboard analyses, genealogical tables, reading references and well selected historical recreations. While chiefly intended for a school book, the work will also prove a valuable addition to public and private libraries.

### THE MAGAZINES.

**THE CENTURY MAGAZINE.**—Teachers will be especially interested in *The Capture of Fort Donelson*, by Gen. Lew Wallace, *Dublin City*, *The Sun's Energy*, and *Recollections of a Private*. They are profusely illustrated. In addition there are the usual attractions of fiction, poetry, art, etc., that render this the prince of illustrated magazines.

**THE ST. NICHOLAS** Christmas number is a marvel. There are seventy-five beautiful illustrations, and the pages are full of matter of the intensest interest to the young. What better Christmas present to a young friend than this incomparable young folks' magazine?

**THE ATLANTIC MONTHLY.**—Over the Andes, by Stuart Chisholm, and *The Lakes of Upper Italy*, will be found of peculiar interest to the teacher. "These are your Brothers," by Olive Thorne Miller, is full of pleasing anecdotes of birds. Poe's *Legendary Years*, gathers the available facts respecting the life of that eccentric genius. The political article discusses Canada and the British connection. Dr. Holmes begins *The New Portfolio* in the January number.

**THE POPULAR SCIENCE MONTHLY.**—American Aspects of Anthropology, School Culture of the Observing Faculties, Cannibalism as a Custom, *The Perils of Rapid Civilization*, *The Oil Supply of the World*, and an editorial.—*Science in School Management*,—are the chief attractions for the teacher.

# ILLINOIS SCHOOL JOURNAL

A MONTHLY EDUCATIONAL MAGAZINE.

PRICE, IN ADVANCE,.....\$1.50 A YEAR.  
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JOHN W. COOK, AND R. R. REEDER,  
EDITORS AND PROPRIETORS.

NORMAL, ILL., DECEMBER, 1884.

Entered as second-class matter in the postoffice in Normal, Ill., for transmission through the mails.

Rev. Richard Edwards has resigned the pastorate of the church in Princeton, which he has filled so acceptably since leaving the Normal school, and has accepted the financial agency of Knox College.

Knox was put upon the road to the best success when Dr. Bateman assumed the presidency. To have Dr. Edwards in the field pressing its claims upon the people of the State insures a decided improvement in its attendance and material prosperity. With two such "wheel horses" working in the same team, we shall confidently look for grand things for the college.

There is a general feeling that gambling is a disreputable business. The operator "on change" is regarded by many as engaged in an occupation whose morality is very questionable, while "bucket shops" are justly denounced in unmeasured terms by press and pulpit. There is a form of gambling, however, that is becoming frightfully prevalent. The pulpit occasionally assails it, but the press is significantly silent, and public sentiment seems to regard it with no disfavor. We refer to election betting. We are informed, by those who ought to know, that \$20,000 changed hands in a city of less than 25,000 people. This estimate does not include the small bets that are "too numerous to mention." The mania extends from Sunday school scholars to deacons, while even the ladies have not hesitated to back their favorite candidates.

Are we becoming a nation of gamblers? The boys play marbles for "keeps" on the school house grounds, and the fathers despoil each other in the marts of trade.

The English have "The Derby," and our quadrennial elections serve a similar purpose for Americans. The interval between them is filled by betting on minor elections, our institutions affording ample opportunity to gratify the passion.

The statutes aimed at the evil are the deadest of dead things. It is high time to consider the tendencies of this unfortunate habit. If nothing is done to correct the evil, we must not complain if the young are found risking their money on games of chance.

Another school boy has committed suicide. Near the little village of La Rose, in Marshall county, lived a wealthy farmer and his wife. They had two children, a daughter of ten years and a son of sixteen. The parents were especially anxious that their children should avail themselves of the best educational advantages. The little girl gave them no uneasiness, but the boy preferred the work of the farm to what, to him, seemed the dull routine of study.

He had attended the school in his neighborhood, and had acquired a fair degree of proficiency in the common branches, with the exception of geography. For some reason he had acquired a peculiar dislike for this subject. On entering school a few weeks ago, he encountered the objectionable study. He pleaded with his teacher to be excused from it, stating his dislike and his frequent failures in endeavoring to master it. The teacher, however, was inflexible, and when the lad appealed the case to his parents, the teacher was told, in his presence, to "thrash" him if he didn't master his task.

The teacher inflicted a severe punishment, and the boy went home burning with a sense of injustice.

Unbroken in spirit, he told his father that he would shoot the teacher before he would go back and take the study. The father thought it necessary to conquer him, and a second punishment was inflicted, the boy finally promising to do as he was directed. He retired to his room, and a few minutes later the sound of a pistol shot brought the household to his door to find him a corpse.

No words can depict the sadness of such a catastrophe. We have no desire to add to the

sorrow of the parents or the teacher. It is possible that the paper, from which we gathered the particulars, has presented the boy's conduct and character in their most favorable light, but that a grievous mistake was committed by parents and teacher seems evident.

Knowledge cannot be pounded into a child. Better a thousand times that the pupil should be withdrawn from school and permitted to engage in some congenial occupation than that his self-respect should be destroyed, and all of the evil forces of his nature brought to the front by a cruel system of enforced tasks against which his nature constantly rebels. There is no reason why one may not be a good citizen without much of the details of knowledge which we are so industriously crowding into the brains of the children. The school is for the children, not the children for the school; and our ideas of symmetrical training must give way quite frequently before the facts of life.

Teachers should never forget that they are substantially powerless for good unless the children under their care see unmistakable evidence at all times that the primary impulse of all their acts is a desire to be the truest of friends.

Punishment is often essential. Even severe corporal punishment may be necessary at times, but it is a dangerous expedient at best, and we do not believe that failures in lessons belong to the kind of offences for which it should be employed. He is a rare teacher who can hurt the body of the child and retain his confidence and esteem.

The tortures that made this poor lad seek the fearful alternative of self-destruction should shock the people into a recognition of the rights of children, even though the "courses of study" be the sufferers in consequence.

Besides carrying a substantial stock of all that is needed in the ordinary routine of school work, every teacher should be to his pupils a kind of variety store, a cabinet of rare specimens, a book of interesting stories, with choice maxims, fresh facts, and amusing fables, gathered "here a little and there a little" from experience, observation, and reading. If your stock in trade includes only the three

R's and two G's, even though your ability in these be unquestioned, you are by no means prepared to go "on change." What can such a teacher do to make himself attractive? What is there interesting to you, my fellow teacher, in such a person? He is dry bones to every one and especially to children. Of all professions in common life, ours demands the greatest versatility. Thus far in the new year, what variety have you introduced in recitations and general exercises? Have your arithmetic classes actually measured anything in distance, weight or capacity? Have they had any contests of speed and accuracy? Can they space the school-room, the play-ground, or the adjacent fields with the eye? Do they know how far they step at their common rate of walking? Can they measure a corner, a wagon bed, or a wheat bin? Do they know the dimensions of a brick? Can they estimate, by lifting, the pressure of a pound, or two pounds upon the hand? Have they calculated the cost of a sidewalk?

Have your reading classes learned "by heart" any choice specimens of literature? Have they really admired any noble sentiment? Have they related any stories suggested by thoughts dwelt upon in the class? Do you know by this time how your pupils spent their vacation? Have you given them anything fresh and interesting from your vacation? Have you had any pictures in the class, or any live illustrations? Do they read "between the lines?"

Have you taken a vote of your school? What do the pupils know of Blaine, Cleveland, Butler, and St. John? Do they know the meaning of these terms: majority, plurality, minority representation, "1½ or 3 votes," naturalization papers, challenging votes, running ahead of the ticket, electoral votes? Do they understand how it is that a candidate may receive a majority of the popular vote and yet not be elected? Do they know the doubtful States? Can they give three good reasons why they say Hurrah for Blaine, or for any other candidate? Will you have some tickets used on election day and explain their meaning?

Are you giving any attention to the health of your pupils? Have you had them take special exercises in breathing? Have you

spoken privately with any pale, weak looking child about his or her health? In these days of martial tread are you teaching your pupils to walk?

Has there been a sober moment in your school while you impressed upon young hearts a moral or religious lesson?"

Has your school had a good hearty laugh?

If our readers will turn to our advertising columns and examine the two-page advertisement of The Union School Furniture Company, 180 Wabash avenue, Chicago, we think that their surprise will not be less than ours when we first saw the list.

How books of this character can be produced at the price at which these are offered is little short of a wonder. The U. S. F. Co. are so confident that their purchasers will be satisfied with the goods that they offer to send sets subject to approval. Think of a set of Dickens, fifteen volumes, neatly bound, and usually selling at \$22.50, all for \$8.00!

The day of cheap books is evidently at hand. We have written much of the needs of the young in the direction of standard literature. Certainly the cost of reading matter cannot be urged as a serious impediment hereafter.

We hope to be able to use many of these books as premiums.

It is not uncommon to find homes that are "bookless" and "paperless." There are thrifty, well-to-do farmers who are so engrossed with the problem of getting the largest amount of pork that is possible, packed upon the skeleton of a hog, that they permit the children to grow into men and women without the sight of a dozen good books.

There is missionary work waiting the hands of the willing teacher. The parents need him as much as his children do.

#### NOTES FROM OUR SPECIAL CORRESPONDENT.

DEAR JOURNAL:

I have peeped into several school rooms in the past two months, with the view to finding object lessons in the art of teaching. A pedagogic theory stated in words alone can never count for so much as one that has a commentary of *works* added. It has been my mission in these occasional calls to study the commentaries, and I have found that study is as enjoyable as it is instructive. In the Danville high school I found Mr. S. Y. Gillan working out his pedagogic ideas with marked

success. He was engaged for some time in putting down the tyranny of class divisions, and the desired result seems to be fully accomplished. Pupils now stand entirely on the amount of work they have actually completed, and no one is forbidden to do more, or ostracized for doing less in a given year than is laid down in the course. Classes are hereafter to be promoted from the grammar department whenever they show themselves ready for the high school work, even if two classes should be added to the high school within a single year.

Mr. Gillan believes in as great a degree of freedom in other particulars as is consistent with good order and scholarly discipline. His pupils communicate freely, without special permission, and are responsible only for a right use of the privilege. He believes that this course trains the pupils of that grade to take care of their own conduct, and at the same time encourages a certain amount of communication about studies which is positively beneficial.

A few days after my visit to the Danville school, I was in the high school at Oak Park. There the pupils understand that they are to have no communication without special permission. Which is the better plan?

In both of the schools named, the pupils appeared both orderly and happy. Under different conditions, general liberty to communicate would upset the order of the room, and strict repression would make school a prison. After all, it depends, in the main, on the teacher whether this arrangement or that is to be preferred. It gives me a comfortable feeling to see a teacher who has his school completely under his control, giving the pupils a considerable degree of freedom: A really *big* house-dog can afford to let the chickens eat a few crumbs from his dinner without growling.

A teacher in the Oak Park high school told me that she could punish sufficiently for any wrong-doing in her room by talking to the offender. We hear a great deal said about the inefficiency of words as a means of moral instruction, or correction. If the right kind of character is behind the spoken thought and the hearer has a real respect for the speaker, I know of no surer instrument for reaching and reversing the hidden force that drives the doer to his deeds than a *word*. If the words of an orator are employed to rouse and direct the minds of men, why may not a strong teacher sometimes do a wayward boy more good by an earnest, motherly talk than by all the mechanical means known to the craft? True, there is too much talking indulged in by teachers; but it is possible that we sometimes economize unwisely.

What a difference between teachers in the manner of addressing pupils! One says "Will you please close the door?" in such a manner as rouses all the spirit of resistance there is in the child's heart, while another always secures cheerful obedience to the bare imperative mode. One can say, "You may go to my office," and not one pupil in the school would think of disobeying, where another would shout, "You *must*," without making any impression. The sense of rightful authority, rightfully employed, is often conveyed by the very words and intonation of the teacher. Perhaps some teachers could make improvement in this particular by a little well-directed self-training.

There are too many sciences in the English course of the Danville high school, while even physiology is



omitted from the classical course? And is not physiology one of these, in all cases where it is not taught *very thoroughly* in the grammar grades? Is it not about time that we had a standard fixed by which the essential parts of a high school course may be easily determined?

I find a very decided tendency to the study of real literature in that part of the high school course nominally devoted to English literature. This seems to me a very favorable indication. In the Joliet high school, two or three weeks of the fall term are spent on the outline study of English literature, given in the Chautauqua course of reading. The remainder of the fall term and the whole winter term are occupied with the reading of three or four plays of Shakspeare, "The Rime of the Ancient Mariner," several pieces from Tennyson, and some other selections. The whole spring term is occupied with a study of American literature.

I have seen some good primary work. The primary teacher in the Jackson street school at Danville has been notably successful in training her beginners to obey signals. I believe the habits of imperfect obedience are too often formed in the primary room, when the pupils are "too small to mind perfectly in everything."

I was specially interested in the number work in one of the Oak Park primary rooms. The Grube method is followed for the most part through the number ten. The children were called on "to tell something about 5," etc., and they told little stories of their own making, about the sticks and toys they held in their hands.

A few items relating to the *mechanics* of the schools, and I am through for this time: One of the schools has a neat contrivance for pouring ink from a quart bottle into the ink-wells. Two tubes pass through the cork, one straight and the other bent. With the finger over the end of the straight tube, the flow of ink from the other can be regulated. I don't know whether the contrivance is patented or not.—In some of the rooms of the Normal public school there are kept a dust-pan and a bristle brush, which the children use in sweeping up any unnecessary litter that there may be under their desks at the close of the day.—I look in vain for smooth blackboards.—In the Oak Park high school, and in the grammar room of the Jackson street school at Danville, pails of drinking water are kept for the use of pupils at recesses.—Ought there not to be better provision for arranging the toilet, especially in some of our high schools? In the Joliet high school building sinks are provided on the first floor, and supplied with water from the city water pipes. In the Normal public school, basins, towels and looking-glasses, and pails of rain water are kept for use in the basement of the main building.—The new two-room building of the Normal public school is a model of neatness. The double doors at the front entrance swing inward. Is this a violation of the State law? The school-rooms are almost perfect in their proportions, about 27x31 feet, inside measurement.—Single desks are becoming common—a hopeful progress. I found the other extreme in a parish school in Joliet, where six or seven pupils in the primary room, were seated at each of the nine or ten long benches, which are the only furniture provided for this purpose. The higher room of the same school has double desks of the modern style. Yours truly, OBSERVER.

## ILLINOIS NORMAL.

Miss Olive Satley is teaching in Taylorville.

Miss Kate Lunger, of '84, spent several days at Normal last month.

Mr. Trowbridge is quite ill. It is hoped that he will be out again soon.

Miss Agnes Hawley, for many years a resident of Normal, was married on the 22d ultimo, to John H. Denison, of Denver, Col.

Mrs. Clara McClelland *nee* Miss Clara Burns, a high school student of '73, is visiting friends in Normal. Her home has been on the Western Coast for the last eleven years.

Austin C. Rishel, of '84, was married on October 30, to Miss Johanna M. Ziesing, of Peru, Ill. THE JOURNAL extends its heartiest congratulations. Mr. Rishel is very pleasantly situated as principal of the Paxton schools.

The following are the contestants for this year: The Philadelphians:—Debaters, T. E. Will and R. E. Hieronymus. Editresses, Misses Blanchard and Deck. Vocal music, Miss Anna C. Gaston. Instrumental music, Walter Green. Oration, Robert Elder.

Wrightonians:—Debaters, J. W. Creekmur and C. W. Hart. Editresses, Misses Bertha Glidden and Ruby Gray. Vocal music, Miss Boner. Instrumental, Miss Haynes. Oration, Alexander Cation.

*Resolved*, That the government should not extend aid to Arctic explorations, is the question for debate.

Miss Louise C. Larrick, of the class of '76, died at Emporia, Kansas, November 18. The circumstances of her death are especially sad. Those who remember her as a student, will recall the occasional attacks of hysteria to which she was subject, and the efforts at self-destruction that she made while under their influence.

Of an excitable temperament naturally, and sensitive and morbid to an unusual degree, she was unfitted for the wearing work of the teacher. She had undertaken the management of a very difficult school, and was not succeeding in satisfying her patrons. Fretted beyond the power of endurance, she determined to end a life that yielded so little happiness.

She wrote minute directions respecting the disposition of her effects and the manner of her burial, gave her reasons for the dreadful act, relieving every one from any responsibility in the matter, and took the deadly drug. She was discovered before the morphine had fully accomplished its work, but she refused to take antidotes when conscious and, indeed, it was too late to counteract the effect of the poison.

She had relatives living in Illinois; if we mistake not, some of her family reside in Bloomington.

Since our last issue, Duff Green, whose illness has occasionally been mentioned in these columns, passed peacefully away, at the home of his Aunt, Mrs. Haynie, in Normal. Old Normalites will remember him well, as this was his home during term time for many years. His mother died when he was only five years of age; he came to Normal shortly after that sad event and remained most of each year almost continuously until he was nineteen. Mrs. Haynie supplied the place of a mother by the most affectionate and faithful attention, and Duff grew to manhood the picture of health and manly strength. He was especially popular with his mates on account of his genial disposition and the generosity of his nature.

At nineteen he left Normal and spent two years at Clinton College, Ky. At twenty-one he went to Metropolis, where his father owns and manages a large farm.

In moving the wheat crop, Duff was more thoughtful of his father's interests than of his own health, and by exposure, contracted a severe cold, which resulted in a hemorrhage of the lungs.

He spent one winter in Texas, and another in the eastern southern states, but he declined quite rapidly,

and when he came to Normal last summer, he was only a shadow of his former self. Knowing that his recovery was impossible, he awaited his manifest fate with the composure and fortitude of a veteran. On the night of November seventh, he peacefully dropped to sleep in the room where he had spent so many pleasant years. His father was with him much of the time during the last weeks of his brief life, but was away on a brief trip when Duff was taken suddenly worse. He hastened back to his bed side, but arrived three hours too late to see him again alive.

Every attention that affection could suggest was given to him by his loving relatives, with whom he was an especial favorite. His cousin, Wm. Duff Haynie, abandoned the political campaign in which he was interested as a candidate, and remained with him almost constantly during the last few weeks.

Judge Green is well known in Normal. For nearly twenty-four years he has been a member of the State Board of Education. Rarely has he missed a meeting of that body, hence his face has become a familiar one to our people. He has been strangely bereft. Five of his family have passed away. He, and his son Reed who is now teaching in Cairo, are the only survivors. Those who know him are in especial sympathy with him in his sorrow.

Brief services were held at the house on Saturday afternoon, after which Judge Green, accompanied by Mrs. Haynie, W. D. Haynie, and Profs. Seymour and McCormick, started for Metropolis, where Duff desired to be buried. Sympathetic friends joined them on the road, and a large concourse of people assembled at Metropolis to pay their tribute of respect and love to Duff and his sorrowing relatives. The funeral occurred on Sunday, and the Normal friends returned the succeeding Tuesday.

Duff was born in 1860, and had barely passed his twenty-fourth birthday. Few have been loved more devotedly or mourned more sincerely.

#### SOUTHERN NORMAL NOTES.

At two recent meetings of the faculty Profs. Brownlee and Parkinson read a paper—one on "Orators and Oratory," and the other on "Common Sense."

Anna Shinn, a former student of the Normal, was recently married to John McGaffigan. The young people are both of Carlisle, where they expect to remain.

Dr. Allyn has succeeded in putting the library in better shape than it has been since the fire, and now the students can arrange to spend part of their time reading under his direction—a scheme that was inaugurated just before the change of programme about a year since.

Miss Green was absent from her classes on November 17, on account of the death of her cousin, Duff Green. She joined the bereaved family as they passed through Carbondale with the remains on their way to Metropolis, where Mr. Green was buried. Mr. G. is a brother of Mr. Reed Green, a former student of the Normal.

Through the kindness of Chas. Allyn, of New London, Conn., the museum has a handsome specimen of an albatross. Harry Zuck has donated to the museum a fine lot of specimens of agatized wood from the "petrified forest" of Arizona. Through the efforts of Prof. French the museum presents a very creditable appearance, considering the fact that one year ago there was scarcely a trace of one.

On November 11, Miss May B. Duff, of this year's ('84) graduating class, passed to a better life. Miss May was a daughter of Judge Andrew D. Duff, of Carbondale. She entered the model department when it was in charge of Miss Mason in 1874. She passed from grade to grade until last June, when she graduated. Her sweet spirit and thorough consideration for the interest of others, endeared her very closely to all who knew her. The dread disease that finally compelled her physical strength to yield was typhoid fever. She had just begun her school, having taught but two weeks.

On the day of her burial the Normal adjourned to participate in the solemn exercises.

✓ The 26th of November was the anniversary of the burning of the Normal. During the twelve months which have elapsed since the grand old walls were left, shorn of their beauty and strength, the school has continued with the loss of but a few hours. While the surroundings have often been untoward, and the discouragements many, the spirit and courage of the students have never wavered, and the teachers have given unusual attention to the interest of the school; so that after one year's experience with the tottering walls ever in full view, the decision is, the school year has been a grand success.

The great question, however, now is, what action will the next General Assembly of Illinois take concerning the rebuilding of the institution? The time is not far distant when every friend of education in the State should use his influence in securing the necessary appropriation to reestablish the school on as good a basis as before. Especially should every intelligent person of Southern Illinois exert himself in asking at the hands of the legislature such facilities as the needs of this region demand. The legislators of Egypt can not afford to be satisfied with anything less than their full share of State aid in providing for the interest of their people.

The present term will close on December 18. During the vacation, the majority of the faculty expect to go to New Orleans. The class chandelier of 1832, once more ornaments the Normal Hall. It is one among a great number of delicate objects that have frequently been moved about, and stored in all kinds of places, and is still intact. The beautiful globes, each with the initials of some members of the class, are all sound, and remind the teachers and older pupils of those who were once of us, and now help constitute a large alumni of a young institution.

The military department under the direction of Lieut. Starr is in a flourishing condition. Capt. Fringer and Nark are earnest and enthusiastic in conducting the exercises and the cadets are rapidly developing soldierly movements and bearing. But their drill can not continue many weeks, on account of having no drill hall.

#### STATE NEWS.

✓ Annual meeting of the Illinois State Association of County Superintendents, held in the Senate Chamber of the Capitol at Springfield, Dec. 29, 30 and 31, 1884. The following is the programme:

##### MONDAY AFTERNOON.

2:00. Shall County Superintendents encourage school exhibits at County Fairs? Chas. J. Kinnie, Winnebago.

2:30. Discussion—Led by Jacob Miller, Bureau; C. W. Mills, Clay; R. B. Anderson, Perry.

[This and the following papers are limited to thirty minutes. In the discussions the persons named to lead will be called in the order named, and will be given ten minutes each. Then the discussions will be free to all members of the Association.]

##### TUESDAY MORNING.

10:40. What are the steps to be taken in the introduction of a course of study in country schools? What difficulties will be met and how may they be overcome? W. L. Steele, Knox.

11:10. Discussion—Led by S. J. Howe, Lee; J. D. Benedict, Vermilion; Miss Elizabeth A. Cameron, Henderson.

##### TUESDAY AFTERNOON.

2:00. What should an outline of study for country schools comprise? E. R. Boyer, Fulton.

Discussion—Led by John Jimison, Adams; E. J. Blake, Iroquois; W. A. Porter, Clark.

##### WEDNESDAY MORNING.

9:00. How can the professional skill of applicants for a certificate be tested? S. B. Hood, Randolph.

Discussion—Led by Fernando Sanford, Ogle; A. G. Lane, Cook; C. C. Duffy, Kendall.

#### WEDNESDAY AFTERNOON.

2:40. Miscellaneous—Reports of committees, election of officers and adjournment.

The thirty-first annual meeting of the Illinois State Teachers' Association, will be held in the Representatives' Hall of the Capitol, Springfield, December 29, 30, and 31, 1884. Following is the programme:

#### MONDAY, DECEMBER 29.

Monday evening. 8:00: Music; Address of Welcome, Hon. Henry Raab, Supt. Public Instruction; Music; Response and Annual Address of the President, M. Andrews; Music; Address, Miss Mary Allen West, Chicago.

#### TUESDAY, DECEMBER 30.

Morning Session.—9:00, Opening Exercises, Music, etc.; 9:15, Miscellaneous; 9:30, Paper, "Language," Orville T. Bright, Chicago; 10:15, Discussion, led by Miss Emma Todd, Aurora, and Prof. Thos. Metcalf, State Normal; 11:00, Recess, Music; 11:10, Paper, "The Neglected Art of Oral Expression," Prof. James H. Brownlee, Southern Ill. Normal; 11:40, Discussion.

Afternoon Session.—Music; 2:00, Miscellaneous; Announcement of Committees; 2:15, Paper, "The Art of Teaching History," Dr. Samuel Willard, Chicago; 3:00, Discussion, led by Silas Y. Gillan, Danville; 3:30, Recess, Music; 3:40, Report of Committee on Legislation; Committee, Hon. Henry Raab, Springfield, B. C. Allensworth, Pekin, N. C. Dougherty, Peoria, Alf. Harvey, Paris, A. G. Lane, Chicago.

Evening Session.—8:00, Music; Lecture; Music.

#### WEDNESDAY, DECEMBER 31.

Morning Session.—9:00, Opening Exercises, Music; 9:10, Miscellaneous; 9:20, Paper, "Music in the Public Schools," Prof. Wm L. Tomlins, Chicago, Leader of the Apollo Club; 9:55, Discussion, led by A. R. Sabin, Chicago and Prof. J. W. Cook, State Normal; 10:40, Recess; Music; 10:50, Paper, "Morality—Its Relation to our Common Schools," Geo. E. Knepper, Peoria; 11:20, Discussion.

Afternoon Session.—1:30, Music; Paper, "Literature in the Public Schools," Miss Hattie J. McIntosh, Englewood; 2:00, Discussion, led by W. S. Mack, Moline, and David Felmley, Carrollton; 2:30, Paper, "The Relation of the College and the University to the High School," Dr. W. F. Swahlen, Prest. McKendree College, Lebanon, Ill.; 3:00, Discussion, led by Dr. N. White, Prest. Lombard University, Galesburg, Ill., and Chas. W. Tufts, Ottawa; 3:30, Paper, "The Schoolmaster at Home and Abroad," Dr. E. E. Edwards, Olney; 4:00, Reports of Committees; Election of Officers; Adjournment.

#### MACOUPIN COUNTY.

Girard is trying to have a public library started.

Blackburn University has about completed an observatory.

Carlinville has a Chautauqua literary and scientific circle.

The lady independent candidate for county superintendent, Mrs. Dr. Carr, received 241 votes in the county.

Prof. Conley, of Blackburn university, is making some geological charts to use in his class work in that institution.

Mr. Geo. W. Bowersox was re-elected county superintendent by a majority of 729. His majority accords with his size.

The Girard high schools played "Esmeralda," Nov. 14, at an entertainment given for the purpose of purchasing an organ for the school. They met with great success.

The Shipman high school gave an entertainment Nov. 1. The principal, Prof. J. L. Hall, is building up a fine school there.

The Staunton schools have an enrollment of 440 with nine teachers. The principal's department has purchased an organ.

Miss Annie Otwell, who has been a faithful teacher in the Carlinville schools for several years past, has been elected first assistant in the Bunker Hill schools.

Miss Mary Conner, of Virden, has been employed to take charge of a school at Brewton, Alabama. The school was organized by the Alabama Lumber Company. Miss C. has gone to assume her duties.

A. G. E.

#### MONTGOMERY COUNTY.

The Litchfield schools have about 900 pupils now.

Bois D'Arc has a literary society that meets at private houses.

Miss Stella Beach, of Litchfield, is attending college at Jacksonville.

Messrs John L. and L. M. Benepe, of Litchfield, are attending school at Valparaiso, Ind.

Let not the teachers of the county fail to attend the teachers' meeting to be held December 13.

The schools of the county are moving quietly on and there is not much to relate this month concerning them.

The county Teachers' Association will meet December 13, in Litchfield. An interesting program will be presented, and a large attendance is expected.

Fillmore township is the first one to organize a Teachers' Association. The first meeting is to meet Nov. 15, at Fillmore school house. C. H. Armstrong and J. S. Landen are active workers in the organization.

G. E. A.

#### ROCK ISLAND COUNTY.

The high school of Moline has lately adopted the one session plan; it works well.

County Superintendent J. H. Southwell has arranged for a course of lectures, to be delivered in different parts of the county by school men of Rock Island and Moline.

The Tri-City Principals' Association, composed of the superintendents and principals of the schools of Davenport, Rock Island, and Moline, met at Rock Island, November 1. A very able paper on "Geography as a Science in the Public Schools," was presented by Prin. H. D. Hatch, of Moline. The paper has since been published in full by the *Dispatch* of Moline. W. H. H.

#### CASS COUNTY.

Beardstown has a new school building which cost \$26,000.

Prof. Butler has organized his corps of teachers into a pedagogy class that meets and recites once every month using Hewett's work as a guide.

The schools of Cass county seem to prosper admirably.

The Cass county Teachers' Association convened at Virginia, November 1, and a permanent organization for the coming year was effected. A. L. Anderson was made permanent chairman, Wm. Gesford, secretary, and Prof. Butler, Prof. McCulloch, H. L. Anderson, and Wm. Gesford, executive committee. The old constitution was re-adopted and signed. The association then concluded to meet monthly, and hold their next meeting at Chandlerville.

During the exercises of the day, excellent music was furnished by talent of Virginia.

Miss Saunders, of Beardstown, gave a paper on "Reading," full of excellent suggestions, among which

was the suggestion that we should read character more and books less.

Miss Prof. Tate gave an exercise in composition and language work. It was wholly impromptu, and reflected great credit on her ability as a natural teacher.

Miss Way displayed by actual experiment, the usual ability to instruct the beginner in reading by hearing a recitation in the same, from her smaller pupils.

Supt. McCullough rendered a talk, setting forth the necessity of grading our country schools and utilizing the efforts of the county superintendent in that direction. He showed how necessary it was to grade the country schools in order that each child might receive the due amount of instruction in each of the essential branches taught.

Prof. Harker, of Jacksonville, delivered a short address full of valuable information, on the various branches of education. He presented many facts valuable to the young teacher, concerning the method of how certain branches should be taught, and it is fair to suppose that many profited by his remarks.

#### PIATT COUNTY.

Piatt county has seven graded schools and there has been an entire change in principals.

James Hicks's friends will be pleased to learn that he is to be principal of the school at Atwood this year. He will have two assistants. He begins as soon as the school building is completed.

It cost our county \$58,221.52 to run its 101 schools for the past year. The average price paid per month to male teachers was \$47.45; for female, \$39.27.

The last meeting of the Piatt county Teachers' Association was held November 8, at Cerro Gordo. Geo. N. Snapp, principal of the Cerro Gordo schools, is president of the Association and B. F. Replogle, secretary.

Miss Mary Cramer, at Normal last spring term, was obliged to leave her work at White Heath on account of ill health. Piatt county teachers seem to be rather unfortunate this fall. Mr. Sonericher, principal of the Bement schools, resigned on account of an affliction of the eyes, but was induced to continue on condition an assistant was employed. Wm. Wills, Champaign university, now assists Mr. Sonericher.

S. D. M

#### MACON COUNTY.

John T. Bowles and wife are both teaching in Decatur. John is principal of the Fifth ward, and is doing good work.

It is believed that every teacher, with one exception, in this county is a subscriber to some school journal. Many are regular readers of the JOURNAL.

This county employs nine teachers holding state certificates. The attendance in the rural schools has been good to this date, as shown by the postal card reports.

County Superintendent, A. J. Smith, of Sangamon county lectured to our teachers on the 1st of November. The teachers present were well pleased with his talk and will welcome him again.

Decatur is building a new school house and preparing to accommodate her pupils by employing a few more teachers. A new house was erected last year, but is not adequate to the overcrowded condition of our schools.

The superintendent has turned his attention to the primary work, and it is now receiving the attention usually accorded the upper grades in his visits. Better primary work is now being done than ever before. Probably not over twenty ungraded teachers of this county do not understand the limit and scope of primary work. Your correspondent is ready and able to prove that these twenty do not take the helps offered them in the shape of good institutes and office helps tendered. May the day soon come when the would-be

teacher must understand the import of primary instruction. The work of the school room begins with the little ones, and should commence in the right way.

The teachers of this county organized a teachers' association in 1877. This body holds regular meetings on the first Saturday of each month. For several years the programme was of a miscellaneous character, but of late it has been made to conform to the month's work for the examinations. It is believed that this plan is a decided improvement over the old; this reduces the work of the meetings to a kind of grade study, and is certainly helpful to those who attend.

Hon. Henry Raab addressed our school officers on the 8th inst. Notwithstanding the interest concerning the election reports, he had a good, and attentive audience of school officers and teachers. His address was directed in turn to township trustees, school directors, and to teachers. Many practical questions were asked, and quickly answered to the satisfaction of all. Mr. Raab showed a perfect familiarity with the duties of school officers, which made him appear at ease and on good terms with his hearers. This meeting was the outcome of "School Officers' Day," had during our annual institute last summer; at this meeting it was agreed to hold a meeting some time in November. Another will be held in December. These gatherings certainly do much good.

#### M'LEAN COUNTY.

There were about eighty teachers present at the teachers' meeting, which was held at the high school building, Saturday, Nov. 15. Mr. Trainer's talk on the "Use of the Manual and Guide" was practical, and it was enjoyed very much by all who heard him.

It is to be hoped that the few suggestions thrown out by Prof. Cook on number work, will have the desired effect upon the teachers, and cause them to do better work with the beginners in that branch of study.

During the remainder of the school year there will be teachers' meetings held at Chenoa, Bloomington, McLean, Saybrook and, perhaps, LeRoy.

The meeting at Chenoa will be held December 6; at Bloomington, December 13; and at Saybrook, January 10, 1885. We hope these meetings will be well attended by the teachers throughout the county.

It is very gratifying to know that so many of the great army of teachers in McLean county have taken hold of the work as outlined in the "Manual and Guide." It is safe to say that nineteen teachers out of every twenty are doing this work, and I have not heard of a single case where the directors have absolutely refused to furnish the uniform examination paper for the schools where the matter had been presented to them in the true light. The Manual work is no longer an experiment with many of the teachers in this county. They speak of it in the highest terms, notwithstanding they say it makes more work for them. If any teacher wishes to make a success of this work, he needs to study and plan the work as outlined for the pupil. No teacher should go before his class without, first, being thoroughly prepared on the day's work. The lazy teacher will not be able to do this work, as outlined, hence he will not make a success of it, and will say that it can't be applied to his school, etc. I presume the whole trouble will be shuffled off on to the Manual, which is intended to help him. When you go into a school-room and find the pupils idle, recitations poor, work on the blackboard badly executed, and the floor dirty, you may make up your mind that the teacher is lazy and utterly unfit to do any limited amount of work, even when designated by a course of study. "As is the teacher so is the school." This is an old but true saying. McLean county has a few such teachers, but they are short-lived. On the other hand, there are many good teachers in the county, who are doing excellent work.

Quite a number of the school-houses have been tastefully decorated by the teachers and pupils. It is a no-

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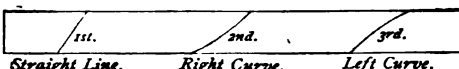
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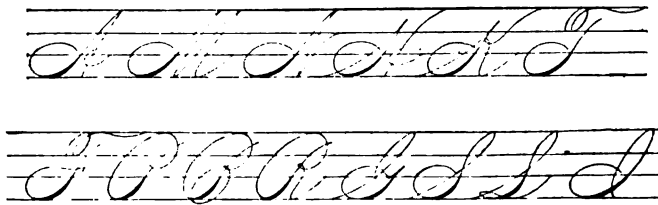
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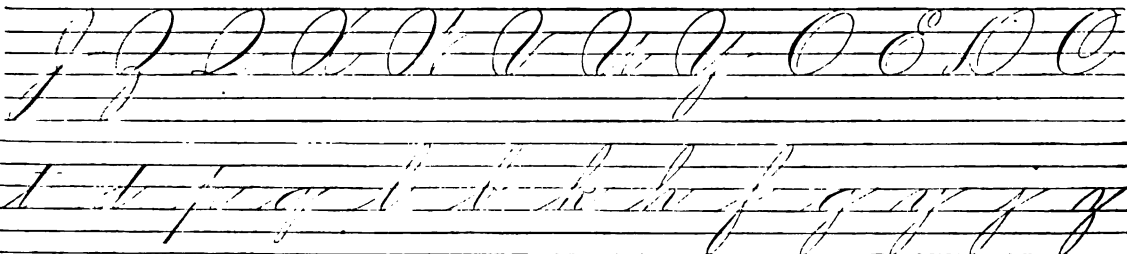
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The teacher should place the copy upon the *Blackboard*, and explain the same *thoroughly* before the exercise in *writing*. Practice upon loose paper before using the book.

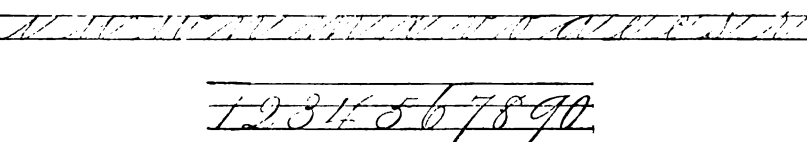
**Capital Letters** should be made three spaces in height. The small *s* is taken as a standard of measurement. The *Capital Stem* as it occurs in the above letters, should be shaded *below the center*. The oval should be about  $1\frac{1}{2}$  spaces in height.



The small *i*, *s*, *k*, *h* and *f* extend three spaces above the base line and cross at  $\frac{1}{2}$  their length. The small *j*, *g*, *y* and *z* extend two spaces below the base line. *Loop Letters* are  $\frac{1}{2}$  space in width.



The thirteen **Small Letters** are each one space in height, except *r* and *s*, which are  $1\frac{1}{2}$  spaces.



The *i*, *d* and *p* extend two spaces above the base line. The *g* and *q*  $1\frac{1}{2}$  spaces below the base line.

The small *s* is taken as the standard of measurement in regard to *height* and *width* of *Capitals* and *Small Letters*. A space in *height* is the height of the small *s*. A space in *width* is the distance between the two downward strokes in the small *s*. All letters are formed upon a *slant* of 50 to 55 degrees from the horizontal to the right of the vertical. *Connecting Slant* varies from 20 $\frac{1}{2}$  to 35 degrees. The usual distance between small letters is  $1\frac{1}{2}$  spaces, except in the *d*, *g*, *q* and *a*, where it is  $2\frac{1}{4}$  spaces. The dot of the small *i* and *j* should be one space above each letter. Cross the small *i* at  $\frac{1}{2}$  its height.

**Model Chromo Readers**, by J. Russell Webb.**Student's Readers**, by Richard Edwards, LL. D., assisted by Henry L. Boltwood.**Student's Readers in Parts**, for Supplementary Reading.**Reade's Business Reader**, or, *Manhood in Business*.**English Syntax and Analysis**, Simplified. Designed for use in Common Schools, High Schools, and Normal Schools, by Mrs.

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ticeable fact that the pupils are more studious in those schools where the rooms are decorated. It has a wonderful influence over the pupils in many ways, especially in discipline. The Pleasant Valley school, in Randolph township, needs special mention, as it is a model school in every respect. Would it were possible for every teacher to see that school.

*This fact* has been made known to many of the teachers in the county who have attempted to do the work as outlined in the Manual: They say that their pupils are too far advanced in their readers. They say that their Fifth Reader pupils should be in the Fourth, and so on down. This is a fact teachers, but you had not spoken of this before; in fact, you had not noticed it, as there was no definite work to be done in a certain time by a certain grade of pupils. They were not held responsible for anything. The way to obviate the difficulty, now, is to go more slowly and to do the work more thoroughly in the reading classes, and at the same time try to bring up all the remaining branches, which the pupils of a certain grade should be pursuing. Don't promote your pupils too fast. Go *slowly* and see that the work is done *thoroughly* by the pupils. I fear that some of you are not thorough enough in the branches which you are attempting to teach to know when your pupils are doing thorough work. You must be very careful about this. Too many of you allow your pupils to put their work on the board or paper in a very careless and untidy manner. You do not seem to recognize an error in spelling, punctuation, or capitalization. How shall we account for this? Is it negligence on the part of the teacher, or are you absolutely ignorant of the fact that such errors are made by the pupils daily? The most of you have reported to the superintendent that you are teaching language in your schools. Allow me to suggest that you make each recitation a language lesson, and in that way you will teach a number of pupils language that don't want to study the text-book on language. See to it that your pupils put their acquired knowledge into practical use. When you make your reports to me, please make the report from the number enrolled and not from the number examined, or the number in attendance on the day of examination. Some of you do not report *all* of the primary pupils as writing, spelling, and doing number work. This should not be, as no pupil is too young to do the work. If he is, he is too young to attend school. Each pupil should be reported in penmanship in the department to which he belongs. In the remaining branches each pupil should be reported in the department in which he is doing the work.

Teach your pupils to make complete statements in all their recitations, then when they write an examination they will be more liable to write complete statements. The work on examination will show up the teacher's work in a marked degree; therefore, it is necessary that you use care in giving your instructions in teaching.

Teachers, I have not attempted to write on any special subject, as you will notice, but have tried to say a little on many points. I don't wish to be regarded as a fault-finder; for what I have said are facts put in a mild form. If I have suggested anything that will stimulate you to do better work, I shall have accomplished my purpose. Allow me to say a word to those who are easily discouraged: Don't worry because you can't grade your school to-day just as you think I would like to have you grade it. But ever try to better the grading of the school. If we get all the schools of the county graded well in two years, we shall have done an excellent work. Let us strive at all times to do more and better work. If any one has not attempted the course of study, begin now. It is not too late.

J. A. MILLER, Co. Supt.

#### BUREAU COUNTY.

The Educational Association held its first meeting after the long vacation, at the Princeton high school, October 25. President Hussey called the meeting to order at 11 o'clock a. m. After the reading of the minutes for

May 31, Messrs. Miller and Hill, and Miss Ward were appointed as a committee to present names for officers for the ensuing year. They reported as follows:

President, Mr. A. W. Hussey, Tiakilwa; vice-president, Mr. G. W. Andrew, Walnut; secretary, Miss E. V. White, Princeton; assistant secretary, Miss J. R. Ward, Arlington; executive committee—Mr. F. E. Lark, Neponset; J. T. Finn, Bureau; F. M. Herrick, Princeton; Miss Alice Davis, Buda.

The secretary was instructed to cast the unanimous vote of the institute in favor of the names as reported above.

On motion of Superintendent Miller, a vote of thanks was tendered the officers of the past year, for faithful services.

Superintendent Miller occupied a part of the afternoon session with a talk on Fair work for the coming year. Following this, the work of grading country schools was discussed, and reports of decoration day heard.

Although the attendance of this first meeting was not large, yet it was thought that more of the graded schools of the county were represented than at any one session last year.

The association adjourned at 3 p. m., to meet in the same place, on Saturday, November 29. E. V. White, Secretary.

#### WHITESIDE COUNTY.

The last institute held in Morrison, was the best one held there for years. The teachers were an active principle. The mayor attended and took part in the discussion. The next one held there will be still better. The more institutes we have, the better they are attended.

The question of punishment has been receiving a good share of attention at our institute for the last month. Mr. Miller, of Morrison, submitted the following outline as suggestive of the order in which the steps should be taken, and it commends itself: 1. General reproof. 2. Private reproof. 3. Public reproof. 4. Deprivation of privileges. 5. Corporal punishment. 6. Suspension. 7. Expulsion.

The teachers of Tampico have invented a novel idea in regard to institutes, and that is, to furnish dinner at the building—thereby saving time, and increasing the social advantage. It is a good idea and will take. All three of the directors attended the entire session. It was a very rainy day, too. Success in anything depends chiefly upon the interest taken in it by those who are managing it.

It was the pleasure of your correspondent to visit, recently, the schools of Maquoketa and Lyons, Iowa. Both schools are in the best condition—the former being presided over by Mr. C. C. Dudley, and the latter by Mr. H. E. Robbins, of Normal acquaintance. The gentlemen represent the opposing theories on the "recess" question—Dudley for, Robbins against. Almost any one of these opposing theories on educational matters can be made a success where there is a teacher behind it with definite ideas, and good stock of original, common-sense.

Whether Cleveland brings about any reform or not, so far as our county is concerned, Hendricks (our superintendent) is producing a wholesome one. He is getting around among us in a manner which is itself suggestive of business. The "Guide" and the examination are kept prominently before teachers and pupils, the good results of which are already becoming obvious. The local papers are giving the superintendent and teachers good support in this work, the *Sterling Standard* making a specialty of this department—furnishing two or three columns per week. So many good things can be justly said of so many of our schools, that it would be hardly fair to particularize, as we could not possibly speak of all. We have several new teachers in the country as well as in the town schools; and these imported ones are usually found to be among the best from our sister counties, and other parts of the country.

## CUMBERLAND COUNTY.

Doubtless there are ten journals read this year by the teachers, to where there has been one in any former years.

The pupils of the Neoga school are divided into two literary societies, holding exercises biweekly on Friday afternoons.

Superintendent Miller has been busy during the beautiful weather, visiting the schools in the different parts of the county.

Miss Carrie Ewing, of 3d primary Neoga schools, resigned on account of failing health, and Miss Mollie Birchfield, of Sullivan, Ill., succeeded her and is getting along nicely.

The Teachers' Institute held at Neoga, November 22, was the most interesting one of the season. There were about forty in attendance, and all seemed to enjoy themselves. The pupils of the Neoga schools favored us with songs and recitations. A TEACHER.

## SPRINGFIELD.

Children are admitted to the schools, by a new regulation, the first two weeks in September, January, and April.

In the high school monthly reports, the average is made up of scholarship and deportment, deportment ranking as one study.

Miss M'Crillis has resigned her position here to accept one in Austin, Texas. We are very sorry to lose from our number a teacher of such excellence and rare refinement.

A traveling photographer has been the rounds of the schools, taking the pictures of every room, and in some schools, of the teachers, in a group, and selling them for thirty-five cents apiece.

Supt. Raab gave the institute a talk on penmanship, drilling the teachers very efficiently. The hour was not long enough, and he was earnestly requested to come again and finish the exercise.

The friends of Mr. Pillsbury, Asst. State Supt., will be sorry to hear that he has a second time suffered from fire. The furniture was saved, but the house ruined. The insurance, however, is ample.

Miss Kusel, who was compelled to resign her room from overwork and ill health, has been retained to teach two German classes. Miss Howard takes Miss Kusel's room, and there is still a demand for another teacher.

Supt. Feitshans last year, at his own expense, furnished the lower grades with 150 books, for the purpose of proving to the Board that supplementary reading was advantageous to the children. The Board are so well satisfied with the experiment that they now furnish the three lower grades with two sets of Readers.

The teachers passed their first examination in penmanship, last institute, from 11:00 to 12:00 a. m., some writing till 12:45. The questions were, (1) Write the alphabet, according to principles, in capitals; (2) Same in small letters; (3) The figures; (4) Copy selection given (of twenty or more lines from a late report); (5) Describe the movements with letters illustrating each; (6) Analysis of the letters in April and September. The examination in Geography comes the second institute in November. All the teachers are required to take these examinations: all are also required to study Mental Science, which comes the first institute in each month.

## KANKAKEE.

The attendance in the new fourth ward building is very regular, and the teachers find the building pleasant and comfortable. The system of heating and ventilation seems to be working very effectually.

Miss Pryor, formerly a teacher in the Moline schools, is giving good satisfaction as one of the high school assistants.

The city schools opened with a fuller attendance than on any previous year. There are between thirty and forty non-resident pupils in attendance.

Good results are beginning to be realized in the higher grades, from the works of some of the teachers who have taught in the primary grades for several years.

Last week Mr. Phillips, rector of the Episcopal church, gave the pupils of the high school a very interesting talk about the scenes in the "Lady of the Lake" and Abbotsford, which he had recently visited.

Though a little late, it may not be out of place to mention that the Normal drill was well attended, and the teachers were much pleased with the work. Prof. Lewis, of Hyde Park, awakened a great deal of interest in his talks upon "Theory and Practice," as well as in all the classes which he taught.

The County Association reorganized at the September meeting and elected the following officers: F. N. Tracy, president; Portia Paddock and John L. Hixon, vice-presidents; Susie Small, secretary; Henry Mather, treasurer, and Mrs. Dyer, Honora Lavery, and Jessie Powers, executive committee.

The October meeting held at St. Anne, the 18th, was not very well attended on account of the large political meeting in this county upon that day. A regular course of work for the year is being laid out, as was the case last year, and increased interest is expected.

## PUBLISHERS' NOTES.

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Read the "ad" of Johnson's Cyclopaedia in this number.

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Read the "ad" of G. W. & A. Barker, and then make a list of all the new and second-hand books that you wish to dispose of, and write them for an offer.

We can safely recommend H. B. Bryant's Chicago Business College as the highest type of business school in the United States. It is the leader in this department of education.

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"Our School" series of report cards and exposition chart. The best and cheapest arrangement out for systematic reports. Teachers wishing samples and prices will address W. W. KNOWLES, Sterling, Ill.

The Brockway Teachers' Agency advertised in our columns refers to Supt. Howland, of Chicago, Prof. Phelps, Winona, Minn., Adj. Gen. Elliot, Springfield, and others. This agency furnishes a very convenient means of communication between teachers and employers.

The Teachers' Coöperative Association, of Chicago, announce a new branch office at Lincoln, Neb., with Miss L. Margaret Pryse and Miss Jennie Denton, Editors of "School Work," as managers. All applicants are registered at Allentown, Pa., and Lincoln, Neb., without extra charge.



How many of our readers are aware of the fact that A. H. Andrews & Co. are the largest manufacturers in the world of school furniture? Have you noticed their "ad." on p. VI? Have you tried their Dustless Erasers? Have you seen their Lunar Tellurian Globe? Are you going to have new desks this year? Yes? Well, then, you must see the Triumph, with folding lid.

The Teachers' Training School and School for Individual Instruction, of Oregon, Illinois, E. L. Wells, principal, prepares young people for business, for other schools, and helps teachers in methods and to obtain county and state certificates. The school has no vacations, and all studies are optional. Students enter at any time and stay as long as they please. Teachers can there spend their vacations in the most practical drill-work. Graduates of high and normal schools, county superintendents, principals and assistants of towns and cities in all parts of Illinois, and some from other states have been members of the school. Send for circular and catalogue.

*The "Evolution of 'Dodd,'" price 50 cents, as a premium for one subscriber to The Journal at \$1.50.*

Teachers of geography are sure to find many questions with short answers a useful and amusing exercise. The GEOGRAPHICAL HAND-BOOK gives to the teacher one thousand five hundred questions, already prepared, with answers,—300 on United States, 250 on Europe, 150 on mathematical geography, and other subjects in proportion. It would interest you to see how many questions out of 50 or 100 your class would answer. Try the questions. They will give your class a lively review, and cost you ONLY 35 CENTS. For sale by J. A. Woodburn, Bloomington, Indiana. See advertisement.

#### SOMETHING FOR NOTHING.

We have in our office a beautiful roller map of the United States and Canada, size 46x56 inches, geographically correct, and showing, in colors, the divisions of standard time—just such a map as usually sells for about \$2. The map is published by the Chicago & Alton Railroad, and they propose to send one, all charges prepaid, to any principal, or teacher of any department of any educational institution, for use in their classes, who will send a written request for it—until the large edition is exhausted. First come, first served. We have always considered the Chicago & Alton a liberal corporation, but this offer smacks strongly of philanthropy. We trust that our readers will be as generous in their requests as the C. & A. is in their offer. Send to

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Read the "ad." of "Seatwork in Arithmetic." in this number and then send ten cents for a specimen. It will pay you. It is the most convenient thing published, and lessens the teacher's work surprisingly. It saves room on the blackboard; saves the time of writing, and more than all presents graded work all ready for the pencil of the pupil.

The Mutual Reserve Fund Life Association of New York, E. B. Harper, President, is composed of over 2,500 business and professional men united on a common-sense plan, by which they receive absolute indemnity at one-third the usual rates. This is the only assessment association in America which has \$100,000 deposited with the insurance department; over \$225,000 now in the Reserve Fund; all death losses have been paid in full, aggregating nearly \$700,000; gross business \$104,350,000, which is more than has been done in the same time by any other life organization in the history of the world. Send for circulars and terms to agents to Brawner & Crawford, 113 Adams street, Chicago, Ill.

*The "Evolution of 'Dodd,'" price 50 cents, as a premium for one subscriber to The Journal at \$1.50.*

#### TEACHERS' PALACE CAR EXCURSION TO NEW ORLEANS.

The Illinois Central R. R. will run a Teachers' Palace Car Excursion to New Orleans, leaving Bloomington at 3:26 p. m. December 23. Fare for the round trip \$18.90. Return tickets good for 40 days. Through sleepers to New Orleans, without change. Price, per double berth, \$5.00; or \$10.00 per section. Applications for berths, accompanied by price of same, must be made to the undersigned not later than December 15. Arrangements have been made for rooms at Hotel Royal, New Orleans, at a rate of \$1.00 per day for each person, where two or more occupy one room. A trip to Pass Christian and to the Mexican Gulf Oyster Beds has been arranged for. The World's Exposition will be at its best, and no one contemplating a trip to New Orleans can possibly find a better time to go. Apply at once for Teacher's Circular and Exposition Messenger. Remember, if you expect center lower berth in sleeper, you must send in your application at once. First come, first served, J. F. Merry, General West. Pass. Ag't., Manchester, Iowa.

#### LOCAL NOTES.

Did I hear you ask what constitutes a thorough education? Of course a certain amount of book learning must be had, thoroughly mixed with the practical business experience. Man's first thought is to his wearing apparel, so that he looks dressed in whatever he may have on, and at the same time does not pay two prices for an inferior article. The firm of Owen, Pixley & Co. manufacture all their own clothing, so that they know it is well made and cut to fit the form; and on every garment they save the customers just the retailer's profit, or 25 cents on every dollar. When in want of anything to wear call on them at 301 and 303 N. Main street, Bloomington, Ill.

Send to us for Dr. Hewett's "Pedagogy," Prof. Cook's "Methods of Arithmetic," Mrs. Haynie's "Grammar," Metcalf and DeGarmo's "Dictionary Work," or any book you wish, and in any quantity. Prices low. Try us. NORMAL BOOK AND NEWS CO., Normal, Ill.

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# ILLINOIS SCHOOL JOURNAL.

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## PRIMARY WORK.

BY SOPHY G. KENTON.

### I.

#### READING.

The little six-year-olds, as they enter for the first time the mysterious precincts of the school room, find themselves in a new world, and the teacher, at whom they cast wondering glances, holds the magic wand that will reveal to them the secrets of this wonderland. As they take their places in the class to receive their first reading lesson, they are led by the magician into one of two paths—either the old one, where they stumble over stony ground through the A B C labyrinth to the slough of meaningless words beyond, or the newer one, called the “Word Method,” where the way is smooth and easy, and something bright and easy is presented to the sight at every step. All teachers know, either to their joy or grief, that “activity is a law of childhood,” and one who makes a study of the physical as well as the mental development, does not arrange the little human beings like a row of wooden soldiers on a chalk line, expecting them to be like the soldiers, immovable; nor does she think them disorderly if she find the eager little faces close to her and the restless feet many inches nearer as the lesson proceeds; but encouraging them to talk by showing an interest in the stories which they are all anxious to tell about the dog and the cat at home, she has an excellent opportunity of noticing the language used by the children, and of quietly correcting errors, thus making language work an important feature, even in the earliest reading lessons.

The progressive teacher realizes the folly of coming before a class trusting to the inspiration of the moment for subject and plan of the lesson, and has the point with the steps leading to it so firmly fixed in her mind that it shall not be lost sight of in one of the many side paths, down which the little folks are constantly rushing. With her lesson so carefully prepared, she utilizes everything of value contributed by the children, while leading back to the point toward which her questioning aims. She uses only the script form of words, and so avoids the error of presenting more than one difficulty at a time, and the progress is necessarily much more rapid than when both forms are grasped by the little minds at once. There is no time lost in changing from script to print, the mastery of the latter being acquired at the proper time as easily and almost as imperceptibly as the names of the letters.

The first word taught should be the name of a familiar object, as “cow,” which is a very good word for a first lesson, as it is easily made, and the animal is one about which children converse readily. The teacher, holding the picture of a cow behind her, says, “We are going to have a nice talk about something I have in my hand; who can guess what it is?” The children guess all sorts of things. The teacher says, “Shut your eyes; now open them and tell me what it is.” The children answer, “A cow.” By questioning, they are led to say that a cow which walks, eats, gives milk, etc., is a *real* cow, while this is only a picture of one. Several pictures of cows are examined, toy cows shown, differences in size and color noticed; the names and number of

parts given; habits of the animal dwelt upon a little, and a story related. The teacher now asks, "How many would like to read about a cow?" All would, and the word is written on the board. Then the teacher says, "This is the word *cow*." The children repeat; the toys and pictures, which have been placed in different parts of the room, are brought by some of the children, while others point to the word.

Writing the word with colored crayons adds variety, and also forms an introduction to color lessons. The children next count the picture cows, the words written with each kind of crayon, and the whole number of words. In this simple way the first reading lesson combines with the specific object, language, color, and number. It does not occupy more than fifteen or twenty minutes, and, after the children have taken their seats, they write the word on spaced slates.

It is well to begin writing at the first stage of the work, as it furnishes employment for the little ones at their seats, and familiarizes them with the appearance of the word as a whole, as well as with the letters composing it.

At the next lesson, the teacher reviews the word already learned, then gives another (*cat*) in the same manner as before. This lesson has more variety than the former, as pictures of the two animals are compared, and differences in size, habits, etc., noted. Nearly every child has a cat at home, and is eager to tell its color, how it laps milk, catches mice, etc. The teacher now writes both words on the board in several places, and exercises the children in distinguishing them, thus—holding up a picture of a cow—"Show me the word that tells what this is." Two or three children find the word at the same time, and there is a rush to see who will point to it first. One child is allowed to select a picture and show it to the class, then others find the word. The teacher holds a picture with the back to the children, and says, "I see the picture of a—" points to the written word, which the children name.

As much amusement as possible is drawn from the lesson, which object could not be gained by following a stereotyped form of questioning or illustration. Children become weary even of a play in a short time, and

can not be expected to learn merely for the love of learning, so their first lessons should be like a new play each day. The wise teacher distinguishes between amusement as the object of the lesson, and amusement as a means to an end, which end,—the development of the mental faculties,—can be attained by making the school room the brightest of play grounds to the little learners. Great care in the selection of words is necessary at this stage, as those nearly alike in appearance are confusing—thus, *rat* should not follow *cat*—but others, quite different in form, must be introduced, as *ox*, *man*, *egg*, *hen*, etc.

As soon as a knowledge of the letters and sounds has been acquired, words similar in appearance and sound are readily learned. There is no reason for ignoring the letters in teaching by the word method, as naming them furnishes variety, and in a very short time they are all memorized without effort on the child's part, and he is ready to assert, as he often does, that "he always knew them." Children will soon notice that *cow* and *cat* begin alike, so the teacher says, "Yes, we call that first letter 'c.'; make it with your fingers. Now make 'o' with your fingers." When *ox* has been learned, it is made in the same manner. After a few lessons, each new word is spelled, first from sight, then from memory, the children first having learned the word as a whole, and this, with the drill in writing, fixes it so plainly in the mind that it is very rare, at this step, for a child to make a mistake in a word; but there *must be constant review*, all the preceding work being repeated before a new word is developed. "Line upon line, line upon line, precept upon precept, precept upon precept," illustrates the work of a primary teacher. Before each new lesson, the words previously learned are reviewed—sometimes from a list kept by the teacher on the board or a chart, at other times from little cards on which the words are written. Each child is provided with a set of these cards in an envelope, a new card being added with each new word. (These word-cards furnish excellent seat work.)

After two or three nouns have been taught, the use of "A" is developed by leading the children to make such statements as "A book is on the table." "I see a ball in a box."

"This is a picture cat." "This is a word cat." The teacher writes, "A cat," "A cow," "A box," etc., and a few days later introduces the small "a," without further development, by merely showing that it is another way of making the letter. "Good" is taught next, and the children read, "A good ox," etc. "See," is easily developed by opening and closing the eyes, and with the addition of this word the stage of sentence-making is reached. "See a good boy." Now, by using "I," the sentences "I see a good hen," "I see a good cat," etc., are read. These words are followed by "fly" (both noun and verb), man, my, nest, girl, ball, hand, old, red, black, white, pig, ship, fish, etc. The use of "is" in a sentence is shown by writing "My hen — good. My hen — black," and allowing children to fill the blanks. "In" is easily taught by placing an egg in a hat, a ball in a box, etc. With the words now learned, many combinations are made, and the short sentences are read with correct expression, because the little ones are interested in the work—in fact, are making their own reading lessons. The sentence on the board being "The ball is in the box," the teacher points to the word "ball," when one child brings a ball; another, watching the index, brings a box, and a third, as the word "in" is indicated, places the ball *in* the box. In answer to the question, "Where is the ball?" the children say, "The ball is in the box," and then read the sentence from the board correctly, and not word by word in a drawling tone, as would be the case were the words presented before the idea.

Of the many devices used at this time, one that is much enjoyed is making a story, by writing the words familiar to the little ones. As the teacher talks she writes the words enclosed in parentheses. "One day, (A black rat) thought it would like something (good) to eat. It saw (a nest in a box) with (an egg) in it, but before it could get (the egg), (a cat) chased it away; then (a dog) ran after (the cat)." The children watch eagerly for the written word, and suggest additions to the story. When thirty or forty words are thoroughly learned, the first transition period is reached, viz., the change from script to print.

## SHALL THE SOUTHERN NORMAL BE RE-BUILT?

BY HON. B. G. ROOTS.

I have read with much interest all that I have seen on this subject. I fully agree with the remarks on this point in the last number of THE JOURNAL, and wish to add the voice of a citizen of the State who has always felt a great interest in the matter of Normal education and training.

It seems to me justice demands something for Carbondale and southern Illinois, and that the State owes an obligation to this section. The school was located at a large cost to the locality. The contributions to help the State build this school cannot have been less than \$75,000 or \$100,000 in all, and as soon as it was established I know some families who removed to Egypt in order to be near the school. These persons, having children to educate, desired to be within a day's ride of a Normal school, so that in sickness they could easily reach them. In Egypt they could find land at a price of from ten to twenty dollars per acre, while land near Normal was beyond their means. They believed the State was pledged to maintain the school it had built, partly by the people's money derived from taxes, and partly by the direct gifts of the people in Egypt. They expected a school of as high a grade and as complete equipments as any other section was enjoying. Ought they not to have the privileges continued?

Again, as a member of the Board of Education of the Illinois State Normal University, in McLean County, I felt it to be one of our duties to have the State secured against the loss of the building and furniture of the University by fire. They were accordingly kept insured in reliable companies, often at a cost of some eight or ten hundred dollars annually, until the Attorney-General of the State advised the Board that the legislature had, by resolution, practically forbidden the insurance of any State property. Not only was such a resolution passed by the General Assembly, but the annual appropriation was made less, so that no money was available for the cost of insurance. I am informed that the trustees of the Southern Illinois Normal have several

times asked for money to pay for insurance, but have invariably, in pursuance of this policy, been denied. If it had not been for this action of the authorities of the State, I have no doubt but the property of the Southern Illinois Normal would have been so insured at the time it was burned that the trustees could at once have proceeded to rebuild, either without State aid, or with only a comparatively small appropriation from the State treasury.

Now, as the State has resolved to be its own insurer, it ought not to hesitate to meet the loss and rebuild substantially as good as it had with the contributions of the citizens of southern Illinois before done.

Besides, it should be noted that, in the emergency of the loss of the building by the fire last November, the citizens of Carbondale came to the aid of the school, and have shown their estimate of its importance to this section by contributing nearly \$6,000 to erect such a temporary building as has enabled the University to be continued with very great credit up to the present time. And although the accommodations are by no means all that are desired, yet the school can do fair work in them and retain its patronage until the General Assembly can act in the matter of rebuilding. I know no action of the citizens in any part of the State more patriotic than this of the people of Carbondale. They deserve the gratitude of the State. The sacrifice which they have made was not by any means wholly made that they might still reap the advantages of the school in their midst, but that the youth of this section of the State might not, by any unavoidable accident, be deprived of privileges which they had enjoyed for ten years, and which they need as much as those of any part of the commonwealth. We of Egypt remember most thankfully that many friends at the north, and especially the students and teachers in the Illinois State Normal, contributed towards the erection of this temporary structure, and by this act they have shown that their opinion is not only very decidedly in favor of continuing the Southern Normal in existence, but also of rebuilding it in Carbondale, and in as grand proportions as it had in the days of its prime.

Well, the sum total of all is that justice and honor on the part of the State, gratitude to a helping and self-sacrificing people, and not least, if last named, and only named, the interests of the teachers, of the youth and of the citizens of the southern part of the State, demand the rebuilding, in the speediest possible manner, of this magnificent school. Its building was an ornament to the State. The library it had collected, partly by donations and partly by purchase, most of which is saved, was an inspiration to scholars. Its museum was already becoming noted for its fulness, and its value was immense. The chemical laboratory was extensive, and admirably handled. All its appointments, under the skillful management of its corps of instructors, were excelled by no institution, and were used to promote and diffuse science among the common people. Those who have made it thus,—its enthusiastic teachers and the sympathizing people of the section,—deserve not merely gratitude and honor, but encouragement and support. And the many students whom it has sent forth to teach some graduates and many undergraduates are doing capital work in school-rooms in almost every county in southern Illinois. Let this number be greatly increased as it will be if it is properly sustained by State patronage. It had been in operation only long enough to demonstrate its necessity and to prepare itself for good work. I hope all sections will unite to rebuild it, even better than before.

As to the idea of Superintendent Brand of four or five Normal schools, the State is able to build them and make them equal in all respects to the two it now has; but do not let any scheme, however plausible, interfere to prevent Egypt from having her own Normal University renewed as good as it was before November, 1883.

Ceremonies differ in every country, but true politeness is ever the same.

In English-speaking countries distinct chairs of education in Universities have been established as follows: In Edinburgh and in St Andrews, Scotland; in Acadia College, Nova Scotia; in the Universities of Missouri and Michigan.

✓ **EDUCATION IN AMERICA.**

Translated from the German of Carl Schmidt.

BY PROF. GRANVILLE F. FOSTER.

## II.

The Regents of the University count as their members persons from the most diverse stations in life, and of the most varied degrees of personal education. Of none of them is a broad and comprehensive acquaintance with the school system, or even a well-grounded pedagogical knowledge, required. Under the general oversight of the Regents are the various schools of the higher departments of learning governed, whatever the nature of their constitution may be, or by whatever title they may be known. A fair picture of the common school system as it exists in America may be very correctly seen in the manner in which the schools are conducted and governed in the city of New York. For general civic purposes, the city is divided into twenty-two wards. Each ward has, besides other school officers, two *school commissioners* to choose. These latter, all together, form the "Board of Education of the city of New York." Within the sphere of business which can legitimately come up before this Board is embraced everything as to internal arrangements or outside relations which in any possible manner can fall or does actually fall within the true limits of school supervision. Here, the right to exercise the powers which it possesses, depends upon a *pigmy almightiness*. A *State law* gives right and title to the full powers exercised by the Board of Education. It governs by means of by-laws, and is answerable for none of its actions, save to the people, who are able by their votes to express their approval or non-approval of the course of action of any particular commissioner, provided that, however, he should happen to offer himself a second time for election to the same position. This educational body most certainly stands in a receptive attitude towards the treasures of the State, since more than a million dollars annually pass through its hands. It elects a City Superintendent of Schools, and as many Assistant Superintendents as may be deemed necessary, and also a Superintendent of School Buildings, defining and regulating the respective duties of each

of these (as well as further controlling the duties of all educational officers, whether elected by them or not), and determining the amounts of their respective salaries.

The Superintendent visits the schools, examines them in accordance with the orders and instructions of the Board, consults with the officers of the school concerning plans and methods of teaching, discipline, etc., and makes reports to the Board. He informs himself as to the reputation and professional skill of teachers seeking positions in the city schools, and superintends their examinations. He is empowered, moreover, to subject a teacher already for some time in active service in the schools to a second (or any number of subsequent examinations), and if he deems it best he can dismiss him from service, subject, however, to the approval of the Board of Education. In case an appeal has first been made to him, a second one can be made to the State Superintendent of Public Instruction. To this latter named official is he obliged to make a yearly report and to yield obedience to his decisions as to the manner and intent of the school law.

In each ward are two Commissioners, two Inspectors, and eight Trustees of Common Schools chosen. It is the duty of these to give special attention to the management of the ward schools. The Inspectors must visit and inspect the schools at least twice a year. This inspection extends even to the smallest and most minute particulars. Concerning everything seen and heard in this thorough inspection, there must follow an extended and complete annual report to the Trustees and to the Board of Education. The Trustees appoint the teachers and other school officials of the ward, attend to all repairs, provide the school houses with all needed furniture and apparatus, prepare and publish catalogues, keep all accounts between themselves and the teachers, and report to the Board of Education concerning the number of pupils, school visitation, etc.

At the head of the ward corps of teachers stands a Principal (who in special cases is represented by a Vice-Principal). He is expected to give his chief attention to the matter of punctuality on the part of the teachers. Every day is he obliged to register the precise

time of the arrival and departure of the teachers. Since the register will thus contain the time of his appearance at the school room, the *nervus rerum* makes punctual the happy (?) schoolmaster, unless, forsooth, he contrives to cheat. In Cincinnati, O., and other places, the Principal is given a more influential position. The school law defines the round of duties for each official with a punctiliousness absolutely painful, since the growth and success of the schools are expected to spring from the *exact carrying out* of laws and regulations, the mechanical elements of which have been made to dovetail perfectly into one another, rather than from the *spirit* of these laws and regulations, which alone "quickeneth or maketh alive."

There has not yet appeared among Americans that insight into the great truth that there is an absolute necessity, if the highest success is to be attained, that teachers should receive sufficient training in professional duties through the medium of practice work in teaching, which has in view the special duties which they shall be called on afterwards to perform. Notwithstanding this defect, Americans have built a proud and imposing edifice, which is ever capable of continued growth, both inside and outside, and will, indeed, grow indefinitely in the future.

#### THE TEACHERS.

Among them are to be found as professors in the Universities and principals of High Schools, men of learning,—able and qualified,—who have in many cases attended European Universities, and by their own tact and industry raised themselves to the high positions which they occupy. They received their education in the colleges. To any study of pedagogical science before entrance into the active duties of their profession, no regard or attention is given. The University of Michigan is the only one in America which even presumes to give any attention to the preparation of teachers for their work. Whatever need is felt by the common school teacher in the direction of making preparation for his work is supplied by the Supplementary Courses, the Select Schools, and institutions which partly correspond to our School Teachers' Seminaries, and partly to our Universities. Their students, after finishing the course and complet-

ing the final examination, have a right to a teacher's certificate of the first grade. According to the school law of the State of New York, the receiver of a certificate must at least be seventeen years old. Besides these, there are young people who, desiring to devote themselves to the profession of teaching, are taught at the expense of the State—for the *lengthy period of four months*—at the academies.

In the meanwhile, the opinion has begun to seize the public mind, an opinion rapidly growing and spreading, that the importance of the thorough training of teachers in theoretical and practical pedagogics is too weighty a matter to be overlooked, and hence *Normal Schools* have lately been established, in which the greatest attention is given to the theory and art of teaching. At the very *head* of these institutions in the United States stands the Normal University, at Bloomington, in the State of Illinois. This large, and, so far as the outside is concerned, tastefully ornamented building belonging to the institution, was built at a cost of \$182,000. In 1864, this school was attended by 200 ladies and 200 gentlemen. The students must be, at their entrance into the institution, at least seventeen years old if males, and sixteen if females. In the latter case there is required a testimonial of good character. All candidates, in order to be successful in their application for admission, must possess a satisfactory knowledge of reading, spelling, and writing, considerable knowledge in geography, arithmetic, and English grammar, and finally, they must signify by certificate their intention to devote themselves to the profession of teaching within the limits of the State of Illinois. This institution undertakes to give academic instruction to students destined to be common school teachers, while at the same time it does not neglect their training in the art of teaching. The Elements of Natural Science, including Chemistry and Physiology, and the Constitution of the United States, constitute the most important branches of study. The Course embraces three years. Besides the English tongue, Latin is taught as an elective study. During the three years' Training Course, especial emphasis is laid on the methods of teaching, and upon actual drill in the work of

instructing classes. In order that this last may be the better obtained, a "Model School" has been added to the institution. It is insisted upon here that teachers ought to instruct without the text-book, and ought to satisfy the claims of German pedagogics.

The vast majority of the teachers engaged in the American common schools are ladies, the number even predominating among teachers of schools in which boys and girls recite together, and among those of schools for boys exclusively. In the boys' school of the seventeenth ward of the City of New York were recently engaged in teaching two male and seven female teachers, while in a school for girls in the same ward were nine teachers, all female. St. Louis has, for instance, 12,500 school children and 185 teachers. Among these are only 18 male, and 167 female teachers. Chicago employs men as principals only. Just for a moment think of it! Mere girls of seventeen and eighteen years of age, standing before classes, to which thirty, fifty, and sometimes as high as sixty boys belong! The reason for this greatly exaggerated employment of women, a thing which, when viewed in its entirety, is evidently contrary to nature, is economy. Women receive in the larger towns from \$300 to \$900 per annum, while men receive from \$800 to \$1,500. Thus millions of dollars, through this *en masse* employment of women, are saved, and *Nature* and *pedagogics* must, perforce, remain silent.

Concerning methods in the field of American educational society, there can as yet nothing be said because of the sway of the "text-books." In a greater or less degree, all methods there amount to a mere mechanical imparting of knowledge, and yet it is apparent already that there is a public opinion growing which will eventually destroy this unique domination of the text-books.

The tendency to general uncontrollableness on the part of youth is great, and hence discipline in America is especially a fine art—a matter of skill—which the teacher must learn and practice. In the schools there is worn a kind of military character, a fair, clean outside polish, which serves to divorce the school life from life elsewhere, and hence the training received lasts only until the threshold of the school room is reached. The *merit*

*marks* and the presents play in the *school room* an important, a significant role, by means of which the American ruling idea of *cash down* becomes very early impressed on the minds of the young. Nothing in American schools happens for "the sake of Christ," but everything for the sake of the teachers and for the pay, rendered to-day in merits and high standing, and later in cash prizes.

It is, however, always to be borne in mind as in a high degree worthy of observation, that education, as the foundation of the American State system, is ever kept in view by Americans, and that in consequence, the whole of the people direct their attention thereto, and continually and with great energy endeavor to give it prominence and to raise its standard; and further, that they strive ever to make the acquisition of the highest education not at all to depend upon the wealth or standing of the parents of the children attending schools, but solely upon the intellectual capabilities to grasp the higher education, on the part of the children themselves; and finally, it is especially worthy of observation, that the road which leads to the very greatest heights of intellectual acquisitions is free and open to all American youth alike. Such a tendency of popular education must finally lead to results such as the world has yet never seen.

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### HOW DO WE LEARN TO SPELL?

BY D. W. REID.

If spelling means the oral repetition of letters in a certain order, we learn to spell by repeating these letters. If spelling means the writing of letters in a certain order to form disconnected words, we learn to spell by writing the letters in this order. But if spelling means the correct writing of words in sentences and paragraphs without conscious effort in the formation of these words, by doing just this kind of work, and by no other means, can we learn to spell.

I am not yet prepared to say that the spelling book has no place in the school-room, but I am strongly inclined in that direction. What is to take its place? Written composition. If the time and energy now spent in

most of our schools in writing lists of words were spent upon written work, in which spelling should be incidental, the child being free to ask for the spelling of a word he wished to use, or to refer to his dictionary for it, there would be at least no loss in the matter of spelling and an immense gain in other directions.

One reason that teachers do not have more written work is that it takes a great amount of labor to correct the papers. This should not be an excuse. Much of the labor can be avoided with perfect justice to the pupils. In my classes I use a cheap manilla paper, which is better for lead pencil work than foolscap. Neatness and the observance of certain general directions are all that are required in these papers. A rapid perusal shows me all that an oral recitation would have shown, and as they are not to be returned, no time is spent in correcting mistakes. One set of papers may often be examined thus while a class is writing another set. These papers do not take the place of the occasional, carefully written and carefully marked papers, returned to the children for correction, but are supplementary to them. Children in all grades should write more than teachers have time to examine critically and to correct, even if the papers go with little more than a passing glance, from the teacher to the waste basket.

General observations upon the relation between reading, writing, and spelling, confirmed by a careful experiment with written papers from forty pupils, representing whole classes in different grades, convinces me that the amount of reading and writing the pupil has done, and not the number of spelling lessons he has learned, determines the correctness of his spelling.

The papers referred to above were first marked with reference to the amount of practice in writing manifested in each, without reference to the form of the letters, a rapid, running hand counting more than a neat, painstaking one. In another column, were recorded the marks on the spelling. There was a remarkable coincidence between these two columns. Where a marked discrepancy existed between the writing and the spelling record of any pupil, in nearly every case an examination on sight reading, on the same

basis as the examination in writing, made the average of the two marks approximate the mark given for spelling.

At best we learn to spell but a few score of words by conning over the columns of a spelling book, and no amount of this kind of work would make correct spellers of us aside from actual reading and writing. By reading, the words become so familiar to us in the printed form that, when we see a misspelled word, the first impression is that of unfamiliarity, and the cause for this unfamiliarity is not always instantly accounted for. By writing, the written form becomes so intimately associated with the printed form that we unconsciously translate from one to the other with such facility that we write correctly words that we have seen often in print, but have never before written or spelled.

Many persons hope to see the day when a poorly formed word will be considered as of no greater consequence than an incorrectly formed letter. Others seem to long for the time when the enormity of the sin of misspelling a word will be more fully recognized than it is at present. Both hope in vain. The time will come when words will be written more nearly as spoken, but a certain uniformity will always exist in spelling as in grammar, to which the common writer must conform. It is also true that spelling, *per se*, will be considered of less importance than at the present time, but as an almost infallible index to the amount of careful reading and writing one has done. The importance of spelling must ever depend upon the estimate we place upon literary ability. The reason that incorrect spelling is considered a greater evidence of poor scholarship than is bad writing, is not that correct spelling is of more importance than good penmanship, but that the former is unconsciously taken as an index to one's familiarity with written language, while an almost illegible scrawl is not always inconsistent with literary ability; nay, more, is often taken as an evidence of it.

A gross violation of educational principle is illustrated by the following selection, from many similar ones found in different forms in most spelling books: "The (marshal, martial) proceeded to (levy, levee) (troupes, troops)." The child is to select and use the correct word.



It is true that by the law of association, two things are often more easily remembered than one, but there is where the trouble comes in. It is not two things that we want when we have an idea that calls for a word to express it. We want one word and only one. Of what possible use can it be to a person to have the word *martial* come up in his mind and slide down his pen, contesting the ground with the word he really wants,—*marshal*? We all know how difficult it is for us to fix the names of two persons whom we see only occasionally, after having once become slightly confused as to their respective names. It only serves to make matters more difficult if they are brother or sister, and we know that one is named A. and the other, B., but can not remember which is one and which the other.

The fact that the two words, different in form and meaning have the same sound, is no excuse for their being brought together and as hopelessly blended in the child's mind as it is possible for a teacher to blend them. The chances are that of two or more words having the same sound, one will become perfectly familiar to the sight before the other attracts attention. If two of these words are introduced at about the same time, accidentally or otherwise, the reader is just so far unfortunate, and may or may not have difficulty by their presenting themselves at the same time for the same office. It is safe to say that more harm than good is done by bringing together, in spelling lessons, these similarly pronounced but otherwise entirely different words, and impressing upon the mind with equal clearness two forms for each word, thus calling for a special act of the memory each time one of them is used. The more uncommon the word, the more difficult it is to undo the mischief. The child soon forgets that *hear* and *here* have the same sound, but less common words will trouble him for years, although he may be able to determine each time which is the correct form.

You cannot "play" an education into any child. In every well-rounded life there must be a succession of days and years filled with uniform, aye, monotonous, work.—*Doud.*

## OVER-CROWDED PRIMARIES.

BY CLARA A. WHITCOMB.

It is a lamentable fact that many of the primary schools, especially those outside of the large cities, are crowded. One teacher is expected to teach, interest, and keep busy, from sixty to eighty pupils for five hours each day.

That this ought not so to be, will be conceded by all teachers and their friends; but the fact still remains. "How shall it be bettered?" is the question that now arises. This is a pertinent question to the weary teacher returning from a day of hard labor and confusion, wherein she has been trying to interest and keep busy three classes of children from six to eight years of age, and who looks forward to to-morrow almost hopelessly.

Very few of these children have ever known anything about the Kindergarten, and it is just here that the primary teacher may bring in as "busy work" for her pupils, the various employments for children in Kindergartens. Most of these little ones have never been taught to see, much less to make their hands obey their wills. Thus the great question, "What shall I do with my C class to keep the pupils busy and yet learning something, while I am teaching my B and A classes?" is solved.

That so few of our primary teachers have ever had any training for their work, and that so few of them know anything at all about Kindergarten work, are still further lamentable facts. The work of the "Froebel Institute," as I understand it, is to remedy this evil as much as possible. Then may the good work be hastened forward in every possible way.

But ere this noble institution has reached its Canaan of success, there is another way in which much aid may be given to the teachers of over-crowded primary schools. Let those educational journals, more particularly the State journals, that penetrate into these small towns, receive and publish the experiences of teachers in these places. I take it that every live teacher should be willing and anxious to record her difficulties conquered, and her methods of conquering. It is true that no one method will do for all schools; but an earnest, wide-awake teacher, looking for the

for the fundamental principles that underlie all good methods, may adapt one to her own school that can not fail to raise it to a higher level.

### AN OPEN LETTER.

*Dear Brother Cook:*

Permit me thus indirectly to expostulate with Professor Moss for putting into my mouth so narrow a view of the science course for schools as attributed to me on page 455 of your current volume. Those who have heard me express myself upon this matter, will doubtless recognize the following as about my habitual statement:

1. The natural sciences are necessary to any truly liberal course of study preparatory to life in the modern world, partly because of the useful knowledge which they embody, but chiefly, perhaps, for the unique and indispensable discipline which they afford.

2. As disciplinary studies they may be roughly divided into sciences of observation and classification on the one hand, and sciences of experiment on the other.

3. They are so numerous and voluminous that all cannot be advantageously included in a curriculum of a public or preparatory school, and a judicious selection from them should therefore be made.

4. For a public school it is desirable that three science subjects should be chosen,—one a “study for guidance,” important chiefly for the value of its subject matter (presumably physiology); one a science of observation and classification (botany, zoology, or geology); and one an experimental science (physics or chemistry). I do not mention geography, which is also a natural science, because its place in the course is already conceded.

While my pen is in motion, will you indulge me further with a few comments on the general subject, as developed by your previous contributors?

- a. Will Professor Moss kindly favor the students of science with a list of those “many” sciences whose *basis* is conjecture and hypothesis *merely*? The basis of a natural science is the body of the determined facts of nature upon which its inductions rest; and if we assume that all phenomenal knowledge is

hypothesis and conjecture, I fear that it will go hard with the “basis” of Latin and Greek.

- b. I am quite of the opinion that no accomplished student of science would risk his reputation for an acquaintance with the subjects of his study by calling their present state “chaotic,” except in the sense that a plant is chaotic which has not yet gained all its growth, dropped all its fruit, and withered to a weed; but as this is a matter of opinion, each is entitled to his own.

- c. Is it possible that there is not enough *established* and *verified* natural science to employ most profitably all the best powers of the high school and undergraduate mind? Those of us who have been spending many years in the endeavor to master a small part of the known area of one of these sciences, and see it still reaching in all directions far beyond the limits of our abilities, will find our respect for the average undergraduate immensely increased, if we are convinced that this is true.

- d. Is it to be accepted as an established axiom of educational science that no *living* branch of knowledge is a proper subject of preparatory study? If so, then I admit that there is no defense for the sciences as parts of a preparatory course. The world has let Greek and Latin die, but I cannot imagine any science as suffering such a catastrophe.

- e. The changing character of the texts is an incident of the rapid progress making in the development of the sciences, and is thus an index of the tremendous mental energy which their study is absorbing in all parts of the civilized world. Strange, Messieurs Teachers, is it not, that men of science should have to apologize to you for the eager activity with which they are enlarging the bounds of human knowledge, and so making changes in your text books necessary? Perhaps you will find that the inconveniences which they thus inflict upon you will be as nothing beside the stimulus and inspiration of contact with new, and even *nascent*, truth. For my part, I fancy that when the sciences are “complete,” and text books need change no more; when we can no longer watch the advancing line of the dawn as it invades the primeval darkness, here touching an untrodden peak, and there lighting up an unexplored valley, that a glory greater than that of Greece and Rome

will be gone from the intellectual life. It is one of the especial advantages of the science studies as a means of awakening and vivifying the mental energies that in many directions the boundary of the known lies so near the young student that he may be brought to the frontier of knowledge, and engaged in the inspiring labor of discovery.

On Brother Barton's fair and liberal discussion, I have only one remark to make. Is he sure that seven years of "solid work" on the subjects leading up to his proposed degree of "Doctor of English," would yield results at all inferior to the same amount of time and labor spent on the ordinary course? Has he the evidence of "those who have studied all of them" (with equal advantages) to offer? Experience is a slow and dubious teacher in such matters. The laws of mind are fairly well settled. It should be possible to determine the relative disciplinary values of two such courses by an analysis of the mental operations involved in each. Something of the sort has, in fact, been done by Bain in his work on "Education as a Science," *g. v.*

S. A. FORBES.

### THE INVERSION OF THE DIVISOR.

BY C.

Division is the process of separating a number, called a dividend, into parts containing a given number, for the purpose of ascertaining how many such parts it contains; or, it is the process of separating the dividend into a given number of equal parts, to ascertain how many each part contains.

I separate twelve sticks into parts of three sticks each by placing three in a group, and continuing the process until the number is exhausted. By counting I ascertain that there are four groups.

I separate twelve sticks into three equal groups by starting the three groups with one stick in each. I increase the groups equally until the number is exhausted. By counting any one of the groups I find that there are four sticks in each.

A fraction is one or more of the equal parts of one. Take the problem  $12 \div \frac{3}{4} = ?$  This problem obviously belongs to the first class mentioned above. A child who has not

learned his "tables" may answer the question, for he may separate each of the twelve objects into four equal parts, and then build groups of three each until the fourths are all grouped. By counting the groups he will obtain the answer to the question, which may be read as follows: How many groups, each containing three fourths, can be made with twelve ones?

The more advanced pupil may first ascertain how many such groups can be made from one. Instead of separating each of the twelve into fourths, one may be so treated. By trial it will then be found that four fourths will form one group of three fourths and one third of another, or four thirds of a group. Twelve will make twelve times as many.

If this process be continued it will soon become apparent that the denominator of the divisor indicates the size and the number of equal parts into which the one is to be separated; or, in other words, it is the numerator and denominator of the preliminary dividend. Since this numerator is to be divided by the numerator of the divisor, the process may be abbreviated by dividing the denominator of the divisor by its numerator; or, in common language, by "inverting the divisor."

It thus becomes clear that if a fraction be "inverted," it then expresses the quotient arising from dividing one by that fraction.

If the dividend should be a fraction the process is the same.

$$\frac{1}{2} \div \frac{1}{3} = ?$$

One divided by  $\frac{1}{3} = \frac{3}{1}$ .  $\frac{1}{2}$  divided by  $\frac{1}{3} = \frac{1}{2}$  of  $\frac{3}{1} = \frac{3}{2}$ .

This method seems preferable to the following:

$$\frac{1}{2} \div 5 = \frac{1}{10}. \quad \frac{1}{2} \text{ divided by } \frac{1}{5} \text{ of } 5 = 8 \text{ times } \frac{1}{10} = \frac{8}{10}.$$

It is preferable—

1. Because by our definition  $\frac{1}{2}$  of 5 is not a fraction.

2. Pupils are troubled in recognizing the truth that 5 is 8 times  $\frac{5}{8}$ .

The following lines, from one of the old masters, contain twenty-one words. The remarkable thing about them, however, is that the initial letters of the words are the initial letters of the presidents, in regular order:

"Wisdom and justice many men admire;  
Jarring vice harms truth's pure, trembling fire;  
Pray be loyal, just; go! highest good acquire."

J. W. COULTAS.

## ZILBER'S "ALLGEMEINE PADAGOGIK."

(Page 37)

TRANSLATED BY C. M. MURRY.

If the practical means used in educating had to be measured off according to theory and psychological grounds, education would be very difficult. For the science of Pedagogics, being still in its infancy, does not yet offer a sufficient support. The methods themselves according to which school studies must be planned have not yet been sufficiently developed, in spite of all the labors since the 17th century. In addition to this come accidental hindrances of every kind. Still the work of education must not be checked; it must not remain at a standstill till all that now fails is supplied. Even if all had been accomplished, in the theoretical development that must finally be demanded, there would still be great difficulties to overcome; first, because the moral, psychological, and religious phases of education must be understood and harmonized; secondly, because a science, according to its nature, must be outlined or expressed in general terms, and, however much it strives toward the concrete, it contains only sketches or outlines of that which it wishes to illustrate. Its rules therefore must be judged according to the varying conditions in which one finds himself in educating. Out of these conditions follow modifications of the general theory. There are certainly as many modifications of it as there are distinct classes of individuality or individual circumstance in education, and each of these modifications is to be developed according to the principles of the general method.

Looking at it in this light, we might well expect that every one, whose calling is in the line of school work, would turn with zeal to the scientific theory which forms its basis; that he would encourage its further development and think and labor according to its spirit, so far as developed. But this expectation is not generally confirmed.

For practice seems to the practical man very easy, although we must regard it as difficult and in fact it does not trouble him much. He thinks it scarcely necessary to trouble himself seriously about theory; for his experience, observation, and success are decisive enough, even against the best apparent theory,

although he may not deny its reasons. And why not rather content himself with his own experience than with a stranger's theory?

But how does he develop his own practice? He glances back into the past in which he has been trained. If zealous, he studies the history of our humanistic writers or of other generally acknowledged educators. He observes how and with what success education is carried on about him, and listens to the advice which purely practical teachers give. He sees also the results of his own activity, and if still more ambitious, tests his own experiments made in supporting his views. In short, he follows his own experience and that of other practical men. He uses pedagogical theory at most to adorn what he calls *his* method of instruction or training. He appears, if not to surpass, at least to continue the work of acknowledged thinkers. On the whole, however, he prefers to discourage such a study of theory, because in one respect it offers him too much, in another, too little. It offers him too much; because it covers with generalizations, a field in which he occupies only a closely limited and peculiarly modified part. Again, the theory offers him too much in an extensive preparation for the accomplishment of the simplest thing, such as the appropriation of the smallest quantity of knowledge. In taking the simplest step, it seems as if he had to make a journey round the world when guided by theory. Besides, theory generally sets up a multitude of rules, which are confusing, because of mutual limitations, and in observing one it is easy to run from Scylla into Charybdis. Such rules seem to hurt more than they help.

But the theory does not simply offer the purely practical teacher too much; in other respects it offers him too little. For the very thing which he needs in his peculiar circumstances the theory does not give, or does not present with distinctness. The practical man is the last of all to submit himself to the strict methodical course of instruction which should be definitely laid out, not simply for the whole course, but for the particular hours. The freedom of movement seems thereby too much limited. But this freedom is necessary that the individuality may have its proper scope. He thinks the vividness and freshness which

arouse enthusiasm would be deadened if one uniform, methodical step is to be taken, instead of doing it now this way, now that, or instead of letting the circumstances of the moment determine how to act. Besides this, the practice of the pure theorizer does not inspire confidence; it even works discouragement. He is conscious how much he fails of acting in close agreement with his theory. To begin with, he would like to have before him all school studies in complete form and development. He wishes to follow up, in close logical sequence, the lines of thought to the specific case. He desires to see each decision and action spring from theory according to the principle stated in premise and conclusion. Since he knows, however, that not all has been accomplished that is necessary to such action, he would prefer to postpone all action and so all instruction, and he really does postpone it as long as he can. Not wishing to act wrongly, he may permit the most favorable moments for action to pass by, and if still forced to action, he is led by chance or goes anxiously and timidly at the work. It is evident to all that he doubts and vacillates hither and thither. He lacks the fresh courage of the practical man, and that damages his judgment as well as his action. The practical man judges and decides in specific cases with ease, rapidity, and certainty, and with the same ease, rapidity, and certainty he acts; and this kind of judgment and action is defined by the word *practical*. He possesses the tact that fails the theoretical man. The former succeeds in many things by virtue of his tact, and this increases his confidence the more, while the uncertain attitude of the theorizer destroys his success and consequently his confidence and courage. In the opinion of the world, therefore, it follows that the plain, practical man is worth more than the best theorist, and in point of success the latter is generally left behind. It is also true that the theorist is more easily lost in one-sided views. Accustomed to think logically, he follows even false ideas to their last consequence. He perhaps knows that a practical science like Pedagogics has no complete and ready theory which requires only to be applied; on the contrary, it is important in view of new experiences to test theory anew and modify it in

single cases. The practical teacher is easily led by experience; the theorist willingly closes his eye to it unless he can bring it into harmony with his ideas and principles. The practical man is easily warned, and turns and finds a way of escape when he discovers himself on the wrong road.

### HOW SHALL THE LAW WITH REGARD TO THE COUNTY SUPERINTENDENCY BE AMENDED?

BY W. L. PILLSBURY.

In the last number of *THE JOURNAL* I gave some reasons why the law relating to the county superintendency should be amended. I have now to offer some suggestions as to the way in which this should be done; but I should say that these suggestions are so far the result of an interchange of ideas upon this question with others, that, while I approve them, I do not claim them for my own.

Amend the law by adding, probably at the end of section 13, that the county board shall provide the county superintendent an office with necessary furniture, and shall furnish him with office supplies, as is done in the case of other county officers.

Amend the first part of section 20 to read, that the county superintendent shall visit all the schools of the county at least once each year; and that in the performance of this duty, he shall spend at least half the time given to his office in visiting schools, and more if practicable. In counties having not more than one hundred schools, the county boards may limit the time of the county superintendents; *provided*, that in counties having not more than fifty schools, the limit of time shall not be made less than one hundred and fifty days a year; in counties having from fifty-one to seventy-five schools, not less than two hundred days a year, and in counties having from seventy-six to one hundred schools, not less than two hundred and fifty days a year. The county superintendent may, with the approval of the county board, employ such assistance as he needs for the full discharge of all his duties; *provided*, that in all counties having more than one hundred and twenty-five schools, he shall be allowed at least one assistant, who shall be a person

of good attainments, versed in the principles and methods of education, familiar with public school work and competent to assist in the supervision of schools.

As to compensation, amend the law so that the county superintendents shall receive, in addition to commissions as now, four dollars a day for such number of days as shall be spent in the performance of their duties, not exceeding the number fixed by the county boards in counties in which the boards are given power to fix the number of days by section 20, and one dollar a day for expenses for the number of days spent in school visitation.

The county superintendents' assistants shall receive such compensation as may be fixed for them by the county boards; *provided*, that in counties having from one hundred and twenty-six to one hundred and seventy-five schools, the pay of the assistant shall not be less than \$800, and in counties having more than one hundred and seventy-five schools, not less than \$1,000 a year.

Leave Cook county, in all respects, as now.

The county superintendent and his assistant or assistants shall present their bills for compensation, except commissions, to the county board at each meeting, and after the bills have been audited by the board, the county clerk shall certify to this upon the bills, and transmit them to the Auditor of Public Accounts, who upon receipt of them shall remit to each person his warrant upon the State Treasurer for the amount certified to be due him; and the Auditor in making his warrant to any county for the amount due it from the State school fund, shall deduct the several amounts for which warrants have been issued to the county superintendent of said county and his assistant or assistants, since the next preceding apportionment of the State school fund.

This last provision seems to be necessary because it is claimed justly by some counties that their county funds are inadequate to any further drain. Of course, it makes ultimately no difference whether the amount comes from the State school fund or from the county treasury—either way the people pay it by taxation.

If these suggested amendments should be made, the cost of the county superintendency would be just about doubled, and the money would be spent about as follows:

	Schools.	Co's.	Days.	Per Diem.	Expenses.
Counties with not over 50	(8)	150	\$ 4,800	\$ 600	
" 51 to 75	(22)	200	17 600	2,200	
" 76 to 100	(18)	250	18,000	2,250	
" 101 to 125	(16)	300	19,200	2,400	
" over 126	(37)	300	44,400	5,550	
	101	26 000	\$104,000	\$13,000	
Cook (as now)	1	300			
	102	26,300	\$104,000	\$13,000	
Add commissions			20,000		
			\$124,000		
Add expenses			13,000		
			\$137,000		
Add assistance, 37 counties			\$137,000		
((\$17,600 and \$15,000))			\$32,600		
Cook (as now)			2,000		
Total			\$173,600		

I add a list of counties with the number of schools in each, so that the effect in each county may be readily ascertained.

Adams	178	Livingston	261
Alexander	37	Logan	124
Bond	75	McDonough	154
Boone	71	McHenry	137
Brown	59	McLean	271
Bureau	202	Macon	132
Calhoun	34	Macoupin	165
Carroll	110	Madison	137
Cass	68	Marion	106
Champaign	235	Marshall	86
Christian	144	Mason	91
Clark	104	Massac	46
Clay	83	Menard	60
Clinton	70	Mercer	119
Coles	126	Monroe	54
Cook	319	Montgomery	135
Crawford	95	Morgan	114
Cumberland	84	Moultrie	86
DeKalb	164	Ogle	177
DeWitt	95	Peoria	162
Douglas	87	Perry	70
DuPage	82	Piatt	101
Edgar	140	Pike	169
Edwards	49	Pope	57
Effingham	75	Pulaski	49
Fayette	126	Putnam	34
Ford	101	Randolph	94
Franklin	71	Richland	82
Fulton	210	Rock Island	112
Gallatin	56	St. Clair	139
Greene	92	Saline	70
Grundy	99	Sangamon	185
Hamilton	67	Schuyler	85
Hancock	184	Scott	47
Hardin	32	Shelby	152
Henderson	73	Stark	71
Henry	204	Stephenson	139
Iroquois	236	Tazewell	122
Jackson	113	Union	72
Jasper	93	Vermilion	218
Jefferson	103	Wabash	54
Jersey	72	Warren	140
Jo Daviess	122	Washington	82
Johnson	62	Wayne	121
Kane	145	White	91
Kankakee	142	Whiteside	145
Kendall	72	Will	207
Knox	183	Williamson	95
Lake	114	Winnebago	130
LaSalle	303	Woodford	120
Lawrence	71		
Lee	166	Totals	11,988

## SOME WISDOM.

BY E. C. HEWETT.

We read the *New York School Journal*. We often find excellent things in it; but sometimes we find things in it that are not so good. We think an editorial in a recent number contains about as much untruth and bad logic as could by any possibility be compressed into the same number of lines. We propose to give the readers of the ILLINOIS SCHOOL JOURNAL the whole of this precious morsel, with a few running comments on the same.

"Somebody says, 'If moral suasion don't succeed use a shingle!'" To which we say *amen*; that is sound doctrine for any one in authority, anywhere. "We should be disposed to use a shingle on him who failed to make moral suasion succeed." Then, there is no true government but moral suasion, which is just no government at all. No government ever existed, or ever can exist, without both the power and the disposition to enforce its demands when necessary.

"If a shingle is the worst thing possible for a stubborn horse, why is it not equally bad for an unruly boy?" It is by no means to be granted that a shingle is always the worst thing for an unruly horse; but, if it were, the conclusion supposed does not necessarily follow. "Is a boy worse than a horse?" A boy isn't a horse, and sometimes he is worse; it is a good thing, however, for horse or boy to know that he has a master. "The doctrine of the old education is, 'If a child don't behave, make him!'" And it is sound doctrine for old education or new, either; there are myriads of boys to-day going straight to destruction for the lack of just such a discipline at school or at home, or in both places.

Says the writer, "This is neither divine or humane." We assert that it is both divine and humane. We have two ways of knowing what is divine law; one is found in Nature and the other in Revelation. If one disbelieves that nature enforces her laws, let him violate them, and he will learn. If he disbelieves that revelation teaches the same doctrine, we are ready to be cited to chapter and verse. He says, "This only makes might right." On the other hand, it only asserts that might will come to the support of right, as it always will in the long run. Otherwise, the universe is not governed at all.

"Is the teacher always right? Are his commands always to be obeyed?" Answering the last question, first, we say, *yes*, emphatically. Otherwise, his commands are nothing more than advice or exhortation; they are not words of law in any sense. Of course, the teacher is human, and all human beings are fallible,—nevertheless, when human beings are placed in a position to govern, it is their business to govern; and we repeat that there is no government which cannot or will not enforce its demands. "What is the theory of government except that law is based on the consent of the governed?" There is no government under the sun, nor above it, whose theory is that *all* its subjects must consent to its laws before they are amenable to them or subject to their penalties. A more preposterous idea cannot be advanced.

"School government is like any other government." This is true in so far as the *essentials* of government,

including punishment, are concerned. But, in some respects, a proper government in school or in the family is very unlike government in the State. "The unruly or incorrigible are to be separated from the rest." But, suppose they don't consent to be separated, what then? Or suppose that circumstances are such that separation is impracticable? Are they by this means to escape all control? And is it certain that in all cases separation is the best thing? Is it not often better to retain the unruly with the others and compel them to conform to proper regulations? We have no doubt about the true answer. "The majority obey because it is for their interest to obey." That is, we suppose, because they *want* to do so. Very well, this is best; but it is for their interest to be made to obey, if they don't want to.

"The school-room is opened for the assistance of those who want to learn." And for no others, we suppose, by fair inference. This is fine, "new" doctrine. Ask each little rebellious gamin if he wants to learn; if he says he does not, excuse him,—the school-room is not opened for him. "When it appears that a pupil does not want to study, and his conduct is an impediment, he should be excluded until he can become loyal." That is comforting doctrine for lazy, wilful young rebels,—set yourself up against the restraints of the school-room, and you can go and follow your course to destruction at your own sweet will. We think we see him "becoming loyal" in just this way! This is the "Gospel of go-as-you-please" run to seed!

"We haven't much confidence in shingles or whips, or the everlasting 'must.'" There, reader, you have the whole of it. Perhaps "the game was not worth the candle," but there is so much similar foolishness afloat that it seems necessary to pay some attention to it, occasionally. There is false doctrine enough here to form a foundation for a whole structure of socialism or anarchy. The sooner young rebels and old,—and we would not exclude our editor,—learn that it is best to come into harmony with the "everlasting must," the better it will be for them, and for us all. If they can be brought into this harmony by gentle means, "moral suasion," it is well; but, if they can not, it is wise and kind and "humane" to compel them to conform, by force.

## STATE EXAMINATION NOTES.

In the last State examination there were eleven ladies and forty-two gentlemen. The youngest was twenty years old; the oldest forty-five; the average age twenty-nine. Twenty-six were born in Illinois; twenty-three in other states, and four in other countries. The greatest number of months of teaching reported by one person was two hundred; least, twenty-four; average fifty-seven. There were ten graduates and two non-graduates of the State Normal University present, and two graduates of Normal schools in other states. Twenty-three were graduates, and fifteen non-graduates of schools of secondary instruction. There were nine graduates and one non-graduate of schools of superior instruction, the graduates holding, three the degree of A. M.; one the degree of M. L. (Champaign); four the degree of A. B., and one that of B. S. Four did not report having received instruction in schools above the primary grade.

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EDITORS AND PROPRIETORS.

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Ill., for transmission through the mails.

Dr. Bateman writes us that Knox College has the largest senior class and the largest aggregate attendance in its history. More teachers, additional buildings, and larger endowments are the greatest need. They will come.

Van Antwerp, Bragg & Co. have added to their immense lists the following books formerly published by Jones Brothers & Co.: Milne's Inductive Series, Ridpath's Histories, Bigsby's Philology, Forbriger's Drawing, and Smith's Practical Music Reader.

Are we not underestimating the value of the memory? So much has been said against *mere* memorizing that indiscriminating teachers are transposing the italics and calling it *mere memorizing*. The *verbatim* method in history and kindred subjects has been so furiously lashed that the point to the criticism has been missed. The school that neglects the proper cultivation of the memory makes a serious blunder. It is a certain mark of a lazy teacher to find the pupils unable to hold exact statements.

The loose-jointed definitions, the half-wrong, half-right descriptions, the hesitating, imperfect narration, the ignorance of arithmetical tables, and all the other slip shod exhibitions proclaim the lack of proper regard for memorizing work.

There is drudgery to be encountered in the process of education. It cannot be a perpetual play. The law of memorizing is attentive repetition. The keener the attention the fewer the repetitions will need to be. The reviews should be frequent and spirited. Children delight in re-telling what they know.

Let them have frequent opportunity so that truths may find a permanent lodgment in the memory. The man without a memory has no yesterday; he is a dull, helpless nobody.

We have more than once expressed the opinion, of late, that there is a very general desire among the teachers to "move on." There is a spirit of uneasiness and dissatisfaction apparent in many quarters. The leaven is at work. Its appearance is one of the most hopeful of signs. Under it lies the conviction that much of the school work has been mechanical and unmeaning. There can be no doubt that it has. Many a child has been spending years in turning a crank. The results are what might be expected. They are very, very bad. Young men and young women who have been drilled in this stupid and benumbing way, pile up words as if they were chips. No proposition is so grotesque but what it may be matched from their senseless recitations. It is a crying shame that it should be suffered to continue.

Education that does not lead to independent thinking is wrong education. Words that are not warm with ideas are idle gabble.

The greatest lack after all is teachers of mental power, teachers who know something and who live in a world of ideas. Methods are of little account beyond the stamp of individuality put upon them by their user.

But teachers seem to be thinking. They are asking for light. They must find it. The blind cannot safely lead the blind. Teachers who are not thinkers cannot produce thinkers.

If the awakening lead to thoughtful, patient study, it will regenerate the schools. If it is only a morbid hankering after show and sensation,—after some easy way,—it will come to no good.

The evidences of a lack of thought in recitations, to which we alluded in the November number, are not confined to examinations for second-grade certificates, but flower out abundantly in the papers of the applicants for State certificates. Here are some specimens:

Forsyth Willson, Jane Taylor and E. B. Browning are well-known American poets.

Some of the leading American humorists with their best-known poems are: Saxe,



"Bridge of Sighs;" O. W. Homes, "Tent on the Beech."

Some of the best war poems are "Sheridan's Ride," by Knowles; "Barbara Friet-schie," by Bret Harte.

Among successful American epics are "De-vine Comedy," "Deserted Village," "Psalm of Life," "Sheridan's Ride," "Illiad Aeneid, Oddissey."

"They builded better than they knew" is from the Pilgrim Fathers, by J. R. Drake.

"Ay, tear her tattered ensign down" is from "Barbara Frietchie."

"Thou go not like the quarry slave at night" is from "The Quarry Slave" by Whittier.

"Thou, too, sail on, O Ship of State," is from Whittier's "Miles Standish."

"I know not where his islands lift their fronded palms in air," is from "The Dying Swan," by "Isaac Watts."

"We are ruined by Chinese cheap labor," is from the pen of Dennis Kearney.

Lack of space forbids further quotations. In such cases why cannot applicants be thoroughly honest and say "I don't know?"

Some of our exchanges are so exhilarated by the atmosphere in which they live that we poor, plodding mortals, in the fogs and damps of the centuries of error, can't hope to understand their perennial ecstasy. The triumphant American eagle, perched on the loftiest peak of the gigantic Rockies, with the tips of his outspread pinions touching either sea, his fearless orbs flashing proud defiance at the British possessions and his tail feathers patronizingly fanning the Republics of South America, is a sorry, bedraggled barnyard fowl by comparison.

They march through their sonorous periods like an army with banners and a drum corps. They brush aside the trivial perplexities of the school-room with a majestic sweep of the Jovian right arm.

Is a boy insubordinate? Turn him out! The school is for the subordinate and order-loving. Is a boy lazy? Turn him out! The school is for those who hunger and thirst after knowledge, etc., etc., *ad nauseam*.

Why not follow the line a little further? Is a pupil dull? Turn him out! The school is

for the bright and intellectual. Is a pupil ignorant? Turn him out! The school is for the learned.

Through nearly twenty centuries of selfish strife shines the picture of a patient teacher with a sincere and earnest face. He sought the neglected and the outcast, and there was more joy over one weak one that was carried to a place of safety, and one erring one that was reclaimed than over the ninety and nine sturdy souls that never fainted by the way nor went astray.

Has not the time arrived for the organization of the Illinois Teachers' Reading Circle? The coming Association offers the opportunity for taking the initiatory steps towards its organization, if the teachers of the State deem it worth while to attempt it.

Indiana and Ohio are at work, the former State having an Association numbering some thousands. Respecting the work in Ohio we have no definite information. The Indiana plan is substantially as follows:

It is under the control of the State Teachers' Association. It has a Board of Directors, eight in number, chosen by the Association, two of whom are, hereafter, to be elected each year for a term of four years.

This Board of Directors is entrusted with the selection of a course of professional and literary reading, the issuing of certificates of progress, and the granting of diplomas as evidence of its completion.

The Board adopted the following plan of organization and course of study:

#### PLAN OF ORGANIZATION.

1. Any teacher or other person in the State of Indiana may become a member of this Circle by forwarding his name to the manager of his county, together with a pledge to faithfully pursue the prescribed course of study, and paying a fee of twenty-five cents for the present year, and for future years such fees as may be decided upon at the beginning of the year.

2. In case there is no manager within a county, any teacher may become a member of the State Circle, and receive all the benefits of the same, by applying to the manager of an adjoining county. The members of the State Circle resident in any town, township, or neighborhood, may form a Local Circle, which shall meet once every week, or fortnight, as they may elect, for the purpose of reading and discussion.

3. Each Local Circle shall elect a secretary, whose name shall be reported to the county manager, and who shall act as the medium of communication between the

Local Circle and the county manager; but this provision shall not preclude the possibility of individuals who are not members of a Local Circle, reporting directly to the county manager.

4. The general direction of the work in each county shall be placed in charge of the county superintendent, or other person, to be appointed by the State Board of Directors, who shall be called the county manager.

5. It shall be the duty of the county manager to transmit to the teachers of his county all circulars, books, examination questions, etc., issued by the Board of Directors; to solicit and transmit to the Board of Directors names of members and membership fees, and all examination papers, etc., that shall be called for, and to discharge all duties devolving upon him as the medium of communication between the Local Circles and the Board of Directors.

6. The Board of Directors shall establish and maintain at the capital of the State, a Central Bureau, under the charge of the Secretary of the Board, to whom all communications from county managers shall be addressed. Said Bureau shall, for the present, be located at the office of the State Superintendent of Public Instruction.

7. It shall be the duty of the State Board of Directors to arrange and prescribe two or more lines of reading along which the reading of the Local Circle and individual members shall be pursued; but the amount of reading to be done within any given time, and other details of the work not herein provided for shall be arranged by the county manager, in conjunction with the secretaries of the Local Circles of the county.

8. It shall be the duty of the State Board of Directors to make provision for all requisite examinations, and the issuance of certificates and diplomas.

#### COURSE OF STUDY.

##### FIRST YEAR.

##### *Professional Studies.*

1. Mental Science.—Embracing the study of Presentation, Representation, and Thought. This study should be limited to the three following topics:

- a. The conditions under which these different faculties act.
- b. The nature of the processes.
- c. The nature of the products resulting from these processes.

2. Methods of Instruction.—

- a. Methods adapted to Primary Schools.
- b. Methods adapted to Grammar Schools.

##### *General Culture Studies.*

1. General History.—Embracing a study of the Manners and Customs, Religions, Forms of Government, Theories of Education, and the condition of the Arts and Sciences in Ancient, Medieval, and Modern times.

##### SECOND YEAR.

##### *Professional Studies.*

1. Mental Science.—Embracing a study of the intuitions, the sensibilities, and the will.

2. Teaching as a science. This embraces a study of the principles employed in teaching and governing, and the application of these to the teaching of the different branches and the proper control of a school.

##### *General Culture Studies.*

1. English Literature or Natural Science. The Board have not determined in what order these subjects shall be studied.

##### THIRD YEAR

##### *Professional Studies.*

1. The History of Education. This will embrace a study of the different educational reforms that have occurred during the progress of educational thought during the past twenty-five hundred years.

##### *General Culture Studies.*

1. English Literature or Natural Science.

##### FOURTH YEAR.

The work for the last year of the course has not been outlined by the Board. It is believed that the experience of each year will suggest modifications of the plan of procedure and course of study that only experience can reveal. The above outline is but a general statement of the present thought of the Board of Directors. They are waiting for more light, and invite suggestions from all who are in sympathy with the movement to elevate the teacher's vocation to the rank of a profession.

In arranging this course of study the Board have had two classes of teachers in view. One of these classes is composed of teachers who have made no special study of the Theory and Art of Teaching; the other class consists of teachers who have had the advantage of a Normal School training, or have made considerable progress in the study of the science of teaching.

The two courses of study for these classes are named respectively the Regular and the Advanced Course. The work to be done is the same in both courses, as to nature, but is different in the grade of advancement, as indicated by the text-books assigned for use.

This is what the brethren in Indiana are doing. Whether this is the best plan or not is an open question. It is a plan, however, and thousands of teachers will be stimulated to read and study who otherwise would do little or nothing.

The details of examinations, etc., remain to be adjusted, even if the Indiana plan were adopted.

What do you say, fellow teachers? Shall the ball be started? Let us have a free discussion at the Association, and, if thought worth while, the matter may be assigned to a committee with power to act. If there is help for the schools in such an organization, Illinois should not be behind her sister States in endeavoring to find it.

We do a great many things simply because we have agreed to do them. If teachers would act upon this principle, agree to do a definite amount of work, and hold meetings at regular intervals during the winter, professional growth and interests would be wonderfully stimulated.

## BOOK TABLE.

**A SHORT COURSE IN CHEMISTRY, FOR THE USE OF ACADEMIES AND HIGH SCHOOLS.** By E. J. Houston, A. M., author of *Houston's Physical Geography*. Philadelphia: Eldredge & Bro. \$1. To Teachers, for examination, 60 cents.

This book consists of 283 pages. The plan of the work presents the Theory of Chemistry, first, prefaced, however, with a few easy experiments illustrative of chemical changes. Following the discussion of the theory is a closely written chapter on crystallization.

The elements are not treated in the order usually followed by most authors, but the non-metallic monads are examined in the following order: Hydrogen, Chlorine, Bromine, Iodine, Fluorine. The other elements are treated, apparently, in the order of their importance. The experiments are planned with care, and are direct in their application. The directions for performing them are full enough to enable an amateur to successfully show them. Eighty pages are given to organic chemistry. The comments on petroleum, paraffines, sugars, and starches, are of special value.

The publishers have made the book attractive by the plainness of the type and the clearness and accuracy of the cuts.

**ANALYTIC ELOCUTION.** By James E. Murdock. Van Antwerp, Bragg & Co.: Cincinnati and New York.

Prof. Murdock is always sure of attentive readers when he writes upon his favorite theme.

This new candidate for public favor is a volume of 500 pages, having all the excellences in its mechanical execution that characterize everything that comes from the presses of this well-known firm.

The purpose of the book is voice training.

Elocution, as a general study, makes slow progress in this country. The singing master is kept busy, and his is name legion; but the talking master is not a numerous individual, nor is he generally without leisure moments. Young people who are to orate at commencement time, seek his help on their pieces, but few take systematic courses of work in voice training. It is to be regretted that so few aspire to a beauty of speech as well as of person.

Prof. Murdock has always held the same position among teachers of elocution that the great voice makers do among teachers of the beautiful singing art. He treats the voice with the same philosophic, systematic rigor that they do. When we come to believe that the necessities of life may well be dispensed with, but the luxuries of life must be had at any price, we may hope to note a diminution of the barbaric jargon that so seriously mars much of our common speech. Nearly all teachers in our common schools teach reading, but the training is confined chiefly to the eye. Something is done in expression, but it is incidental, and few ever attempt anything that looks to the development of the voice.

This admirable manual furnishes the requisite instruction to teachers, and it should be the constant companion of the reading teacher from the primary grade to the high school. The amount of good that could be accomplished by systematically following its suggestions through seven or eight years of the child's life, is hard

to estimate. Aside from the improvement in the voice, the effects upon the general health and physical development of youth would amply compensate the public for the time devoted to it. Nor would much time be required if the work were systematic and continuous.

Two-thirds of the book is given to the scientific treatment of the subject. Exercises of every description, with specific directions for their use, are given. The last third is devoted to selections for practice.

For price, etc., see advertisement in this number.

**A COMPEND OF GEOLOGY.** By Joseph Le Conte, Professor of Geology and Natural History in the University of California, author of *Elements of Geology*, etc. New York: D. Appleton & Co.

This book occupies a middle position between the ordinary Elementary works on Geology and the "Manuals." It is about what is needed in the best high school classes, and college classes will find it amply sufficient. It does not look quite as imposing as the larger works do, but has in it more that the average class will be likely to get out of any text-book on the subject. The chapter on Igneous Agencies is especially satisfactory. The subject of Earthquakes is treated in a very happy manner, notwithstanding the proof-reader's "slip" of twenty years, in the last line on page 148.

The diagrams and wood-cuts add much to the beauty and value of the book, and the paper and binding are excellent.

**THE NEW PHYSICS.** By John Trowbridge, Professor of Physics, Harvard University. D. Appleton & Co.

It is what its name indicates—A New Physics. It is not milk for babes, but reasonably solid meat for pupils of secondary schools. We quote from the preface: "I have endeavored to put into the hands of the teacher a manual which will stand in the same relation to physics that many of the excellent manuals in chemistry stand to the instruction of chemistry in secondary schools. Here are some of the topics discussed: Chapter I—General Ideas of Length and Volume; Chap. II—Specific Gravity; Chap. III—Pressure of the Air; Chap. IV—Measurement of Dimensions; Chap. VI—Pendulum Movements and the Measure of Force; Chap. VIII—Measurement of Magnetic Force; Chap. IX—Potential and Work; Chap. X—Work and Heat. It is probable that the puerile farce of spending three months on physics will be continued for some time. If school teachers and school boards will believe that "One of the most important factors in intellectual growth is the long and persistent exercise of the mind upon a subject sufficiently broad to afford this continuous effort," (author's preface,) we may hope to see the touch-and-run method, now so unhappily prevalent, superseded by the rational recommended by Prof. Trowbridge.

The work given is chiefly the making of experiments and the study of the attendant phenomena. It is admirably fitted for an eight or ten months' course in a good high school. Pupils who work along the lines here indicated will acquire a knowledge of the subject, and an independent habit of thought impossible by the old methods.

### THE MAGAZINES.

**THE ATLANTIC MONTHLY.**—Childhood in Greek and Roman Literature, The H. Malady in England, by Richard Grant White, A Salem Dance-School, Winter Days, from the journal of Henry D. Thoreau, and The New Portfolio, begun in this number, by Dr. Holmes, will be read with unusual interest by teachers.

**THE CENTURY.**—An Acquaintance with Charles Reade, The Battle of Bull Run, admirably illustrated, by Gen. G. T. Beanregard, Recollections of a Private, and How Shall We Elect our Presidents, by George T. Curtis, are all interesting reading to teachers.

**THE POPULAR SCIENCE MONTHLY.**—The Reformation in Time-Keeing, American Aspects of Anthropology, School Culture of the Observing Faculties, Cannibalism as a Custom, Perils of Rapid Civilization, The Oil Supply of the World, and Science in School Management, an editorial,—all have their attractive features for the teacher.

The contents of **EDUCATION** for November and December are: 1. Moral Training and School Government, John T. Prince, agent of Massachusetts Board of Education. 2. The Field and Work of the Academy, E. T. Tomlinson. 3. The Spirit of Discipline in Education (1) Translated from the French of M. Greard, by Marion Talbot. 4. Building for the Children in the South, Rev. A. D. Mayo. 5. Quintilian, W. H. Venable. 6. The New Education, W. H. Hailman. 7. A Treatise on Psychology (2), Louisiana P. Hopkins. 8. Needs in American Education, Mrs. Eva D. Kellogg. 9. The Tokio Industrial School. 10. The Constant in Education, B. A. Hinsdale.

### PERSONAL.

Miss Anna M. Chandler, for ten years head assistant in the Ottawa high school, has recently resigned to take a position in Washington, D. C. Before the township organization she was virtually principal; and her energy and efficient teaching made her respected and influential, both in the school and in the community. She was a power in society as well as in the school room, and her departure is seriously felt by all friends of education.

The many warm friends of Mr. and Mrs. Charles De Garmo, will be deeply grieved to learn of the death of little Mabel, their only daughter. She died of diphtherites, November 18, after a sickness of fourteen days. Mabel was a beautiful and loving child, a tender flower, whose face was ever beaming with the sunshine of love and happiness. No grace that adorns childhood was wanting in her sweet little face and her warm heart. At a recent meeting of the Normal faculty, it was voted to transmit the following to

PROF. CHARLES DEGARMO,  
Halle, Germany.

DEAR FRIEND—Your former associates on the Normal faculty are grieved to hear of the death of your darling Mabel. Please accept for yourself and Mrs. DeGarmo, and little Walter, assurances of our heartfelt sympathy.

THOMAS METCALF, Ch'r Com.

Prof. Silas Y. Gillan of Danville, delivered his popular lecture, "Mistakes and Blunders," before the Logan County Teachers' Association held in Lincoln, November 22. We notice that Mr. Gil'an's name appears nine times on the programme of the Warren County Teachers' Association. This bespeaks a man full of the spirit.

W. W. Knowles, of Sterling, is one of the wide awake men in the interest of teachers and the cause of education. In the editorial column of the *Sterling Standard* we notice the following:

"Knowles is handling some very useful literature for teachers and schools, including all the best teacher's journals, much of the best supplementary reading, a magazine for boys and girls, and the largest, latest and best edition of Webster's Dictionary, which last ought to be on every teacher's desk in Whiteside county, and is doing a land office business with them all.

We clip the following from the *Winnebago Summit* in reference to an entertainment given by Charles E. Blake, who is well known to many of the teachers of Illinois:

"Mr. Blake is a good reader and highly entertained all who had the good fortune to hear him. He has a clear voice, which shows a high degree of cultivation, and his articulation is so perfect that not a syllable even of any word is lost but may be distinctly heard. This, added to an intelligent comprehension of what he is rendering, enables him to bring out clearly all the points it contains. Mr. Blake is exceedingly felicitous in the humorous, and does the Irish dialect almost to perfection.

### ILLINOIS NORMAL.

The fall term closed December 18. Most of the students have gone home for the holidays.

A Political Economy Club has been organized by the students. Prof. H. J. Barton is president.

Miss Carrie Pennell has returned home to spend the holidays. She has been attending Mt. Carroll Seminary.

Prof. Cook has gone to New Orleans. He will visit Florida while in the south, and look after his business interests in that sunny land of flowers.

Prof. Barton was the recipient of a large, handsome volume, elegantly bound.—Spain. Illustrated by Gustave Dore. A gift of the high school pupils.

Quite a number of teachers from the Normal faculty, the public school, the Soldiers' Orphans' Home school, and Bloomington schools, have taken advantage of the cheap rates to New Orleans.

President Hewett will lecture before the Iowa State Teachers' Association, held at Des Moines, December 22, and 23. He also speaks before the Colorado Teachers' Association, which meets at Denver during the holidays.

On the Wednesday evening before school closed, in Section E, to the number of forty or fifty students assembled unceremoniously at the the home of Mrs. Haynie, and ruthlessly overcame her unsuspicious feelings, as they gently rocked her to and fro in a new, elegant upholstered chair, a present from the class.

A beautiful satchel wedding card announces the approaching nuptials of Orris J. Milliken and Carrie A. Dillon, Tuesday, December 22. Both are of the class of '84. Mr. Milliken is principal of the Homewood school. He was an able and popular student, and is a successful teacher. Miss Dillon has lived near Normal all her life and has a large circle of friends, many of whom will witness the ceremony. THE JOURNAL extends hearty congratulations.

The annual contest between the literary societies was held on the night of December 18. It resulted in a sweeping victory for the Philadelphians. It was a cold night for the Wrightonians. They failed to win a single

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Table showing use of HARKNESS' LATIN GRAMMAR in New England, as compared with all other Latin Grammars combined:

	<i>High Schools.</i>		<i>Academies.</i>		<i>Cities.</i>	
	Harkness.	All Others.	Harkness.	All Others.	Harkness.	All Others.
Maine,	81	18	37	11	6	8
New Hampshire,	50	11	22	5	3	3
Vermont,	18	6	30	12	1	1
Massachusetts,	170	59	43	15	14	8
Rhode Island,	12	1	11	—	2	—
Connecticut,	47	15	24	9	4	6
Totals,	378	110	167	52	30	26

point out of seven. We believe this is the only time that either society has ever been "done up so brown." The Wrightonians think there was more "Art" than Arctic in the debate. When the mercury registers 20 degrees below zero, how could the judges favor further "Arctic Exploration?" Wrightonians look subdued but hopeful; they confidently believe in a hereafter, even in this present world.

### STATE NEWS.

The following, in regard to Professor Forbes, State Entomologist, is taken from the *Bloomington Daily Pantagraph* of December 6:

"Prof. Forbes has about closed his connection with the State Laboratory of Natural History, and with the beginning of the new year he will join his family at Champaign and enter upon his duties in the university at that place, to whose charge of zoology and entomology he was appointed last June.

"We witness his removal from among us with extreme regret, but we heartily congratulate the management of the university upon having secured for their institution so eminent a scholar, so skillful a teacher, and so excellent a gentleman.

"Prof. Forbes is a native of Illinois. He was born in Stephenson county in 1844. He represents the modern ideas in science, and belongs to that school of workers whose original investigations are giving such immense significance to biological discoveries. Like Faraday and Prof. Henry, his early opportunities were somewhat limited. He attended the district school of his neighborhood until he was fourteen, when he entered the preparatory department of Beloit college. After a year's study, ill health obliged him to return to his home. He did not, however, relinquish his studies, but continued them under the tuition of an older brother, Colonel Forbes, now of Polo.

"At seventeen he enlisted as a private in the Seventh Illinois cavalry. He was rapidly promoted, and before he was twenty-one he was in command of a company. He was one of the youngest officers of that rank in that vigorous western army that marched from the Ohio river to the gulf.

"In June, 1862, while acting as orderly for General Rosecrans he was captured by the rebels. He spent four and a half months in the dreadful prison pens of Macon, Mobile and Richmond, saving himself from utter despair and consequent mental and physical wreck, meanwhile, by the persistent study of a Greek grammar, a copy of which he was fortunate enough to get possession of.

"He was engaged in the battles of New Madrid, Port Hudson, Corinth, Franklin, and Nashville, and in a multitude of small cavalry skirmishes, and also accompanied General Grierson in his memorable raid through Mississippi. He remained in the service until the close of the war, and was mustered out at Nashville.

"On his return to his home he commenced the study of medicine, spending a year at Rush Medical College, and a second year under a preceptor studying and practicing. While teaching school for a time his attention was attracted to the study of botany. He became so intensely interested in what he found that the resolutions were at once formed to devote himself to scientific pursuits. As Garfield said to Prof. Henry, 'It was the voice of nature calling to her child and gladly did he obey.' He began a correspondence with eminent botanists, and thus became acquainted with Dr. Vasey, now of the department of agriculture at Washington, but then in charge of the museum at Normal. Dr. Vasey saw calibre in the young botanist, and was his warm friend henceforth. When the administration called the doctor to Washington in 1872, Prof. Forbes succeeded him.

"With his subsequent career many of our readers are more or less familiar. He organized the material that he found awaiting him, and very materially increased the collection, especially in zoology and cryptogamic botany.

"His next move was to utilize the situation for the benefit of public schools. He consequently organized the School and College Association of Natural History for the collection and exchange through the Museum of Natural History material.

"He organized the summer schools of science, three of which were held under the tuition of such scholars as Dr. Wilden and Prof. Barnard, with their specialties, and Profs. Burrill and Seymour. Out of these summer schools grew the field and winter meetings of the present State Natural History society.

"Prof. Forbes also assisted in the establishment and organization of the State Museum at Springfield, furnishing all of the specimens in zoology and botany, and also effecting a complete reorganization of the museum at Normal, converting it into a laboratory of Natural History. He secured the essential appropriations from the State Legislature, and began a systematic Natural History survey of the State. In connection with this work he undertook to supply the State educational institutions and the public high schools with suitable material for the study of this branch of natural science. In order to further stimulate public interest he instructed science classes in the Normal school.

"He soon commenced the publication of bulletins, giving the results of the original work in the laboratory. These investigations were largely in respect to the food of birds, fishes, and insects, the main purpose being to demonstrate the relations subsisting between different forms of animal life and their consequent limitations. These reports are about the only ones of their kind in this country, and are far the most elaborate ever published. As a sequel to the State survey mentioned above, he began the publication of a series of reports on the botany and zoology of the State—the first volume will appear this winter. When completed they will be an exhaustive treatise in those forms of life in Illinois.

"Two years ago Gov. Cullom appointed Prof. Forbes State entomologist. In this position he has won the confidence of the agricultural interest by the skill with which he has managed the economic problems that present themselves in the conflict between vegetable and animal life. In this hasty sketch it is impossible to do anything like adequate justice to Prof. Forbes' work. The innumerable papers on scientific subjects, the hurried trips to remote parts of the State, to investigate unusual phenomena, the deep lake dredging in Lake Michigan, the resurrection of the defunct Natural History Society, and a score of duties beside, all faithfully discharged, with the utter absence of ostentation, when added to the work barely outlined above, have made his life an extremely toilsome one.

"As a citizen and a gentleman, no less than as a devoted and rarely successful student of nature, Prof. Forbes has won the profound respect and admiration of all who have followed his career. He is a man and citizen of the highest, best, and purest type. He is thoroughly devoid of ostentation and obtrusiveness, yet the possessor of a quiet dignity and self-possession that are invaluable to the teacher. His earnestness in his work, and his enthusiasm are remarkable and, coupled with his energy and singleness of purpose, give him that wonderful power of accomplishment which has enabled him to overcome the many tasks which he has completed in connection with his life of study and research. As a friend and neighbor he is held in the very highest esteem. He is a pure-minded, upright, kind-hearted and honorable gentleman, as much admired and beloved in private life as he is distinguished in the fields of scientific research."

The annual report of the Superintendent of Public Instruction, for the year ended June 30, gives these general statistics:

Census of minors.....	572,622
Increase in two years.....	43,304
Census of persons of school age.....	1,099,274
Increase in two years.....	31,707
Enrolled in graded schools.....	328,706

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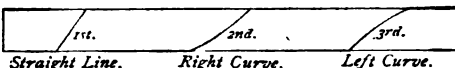
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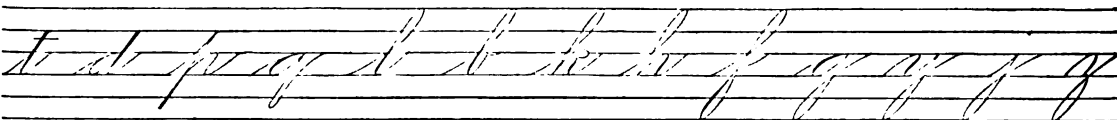
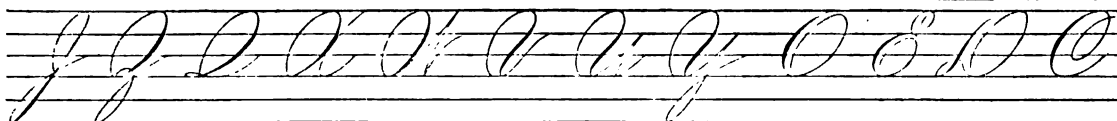
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The teacher should place the copy upon the *Blackboard*, and explain the same *thoroughly* before the exercise in *writing*. Practice upon loose paper before using the book.

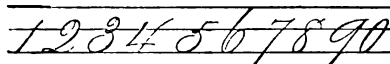
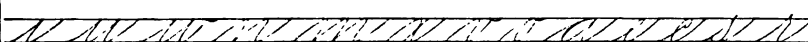
**Capital Letters** should be made three spaces in height. The small *a* is taken as a standard of measurement. The *Capital Stem* as it occurs in the above letters, should be shaded *below the center*. The oval should be about  $1\frac{1}{2}$  spaces in height.



The small *i*, *l*, *h*, *k* and *f* extend three spaces above the base line and cross at  $\frac{1}{2}$  their length. The small *j*, *s*, *g*, *y* and *z* extend two spaces below the base line. *Loop Letters* are  $\frac{1}{2}$  space in width.



The thirteen **Small Letters** are each one space in height, except *r* and *s*, which are  $1\frac{1}{2}$  spaces.



The *t*, *d* and *p* extend two spaces above the base line. The *g* and *q*  $1\frac{1}{2}$  spaces below the base line.

The small *a* is taken as the standard of measurement in regard to *height* and *width* of *Capitals* and *Small Letters*. A space in *height* is the height of the small *a*. A space in *width* is the distance between the two downward strokes in the small *a*. All letters are formed upon a *slant* of 50 to 52 degrees from the horizontal to the right of the vertical. *Connecting Slant* varies from 20  $\frac{1}{4}$  to 35 degrees. The usual distance between small letters is  $1\frac{1}{2}$  spaces, except in the *d*, *g*, *q* and *a*, where it is  $2\frac{1}{2}$  spaces. The dot of the small *i* and *j* should be one space above each letter. Cross the small *t* at  $\frac{3}{4}$  its height.

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Increase in two years.....	33,085
Enrolled in ungraded schools.....	399,978
Decrease in two years.....	17,836
Total enrollment.....	728,681
Increase in two years.....	15,250
Per cent. of children of school age enrolled in 1884, 68.1; 1882, 68.8.	
Average daily attendance.....	485,625
Increase in two years.....	33,140
Percentage of increase in total enrollment in 2 years, 2.14.	
Percentage of increase in average enrollment, 7.32.	
Average attendance by days of each pupil enrolled, 100.6.	
Increase in two years, 5.5 days.	
Total days' attendance, 73,829,367.	
Increase in two years, 5,453,608.	
New school houses built during the year, 303.	

	1884.	1882.
Number of high schools.....	164	144
Number of graded schools.....	1,283	1,130
Number of ungraded schools.....	10,755	10,828
Increase in whole number of schools in two years.....	40	
Number of male teachers.....	6,714	
Number of female teachers.....	13,183	
Total.....	19,897	
Increase in two years.....	200	

	1884.	1882.
Average wages of male teachers.....	\$51.31	\$46.86
Average wages of female teachers.....	\$40.44	\$37.76
Number of private schools.....	774	703
Number of pupils in same.....	75,321	67,390

These statistics regarding finances are given:

	1884.	1882.
Receipts from local taxes.....	\$7,053,323.41	\$5,920,461.25
Total receipts.....	9,387,101.09	8,119,866.61
Paid teachers.....	5,640,473.65	4,985,769.56
Paid for school houses and sites.....	1,100,728.01	769,337.71
Total expenditures by districts.....	9,425,012.96	8,043,430.61
Amount of bonded debt.....	3,744,089.71	3,608,376.25
Township funds.....	8,082,911.68	8,018,936.31
Income of same.....	520,321.95	536,456.65
Amount of all permanent school funds.....	\$9,915,069.48	

	1884.	1882.
County Superintendents.		
Number of applicants for certificates examined.....	19,476	21,604
Number of schools visited.....	5,124	4,434
Number of schools not visited.....	6,864	7,514
Per cent. of ungraded schools not visited.....		57
Compensation.....	\$83,652.79	\$74,841.38

The effect of the amendment of the law with regard to the institute is thus shown:

	Old.	New.
Days' continuance.....	1,196	1,345
Persons attending.....	6,712	11,406
Expenditures.....	\$13,504.85	\$22,558.52

In relation to graded schools the report says that the pupils and their teacher, or teachers in one building are called a school, and so the number of graded schools seems much smaller than it would if each teacher with his pupils made one school in counting the graded schools as he does in counting the ungraded schools:

	1884.	1882.
Per cent. of schools graded.....	10.3	9.4
Per cent. of schools ungraded.....	89.7	90.6
Per cent. of teachers employed in graded schools, 31.4.		

	1884.	1882.
	Months.	Months.
Average term of graded schools.....	8.54	8.43
Average term of ungraded schools.....	7.06	7.02

	1884.	1882.
Percent. of pupils enrolled in graded schools.....	45.1	41.4

Per cent. of the whole number of days' attendance credited to graded schools in 1884, 57.1; in 1882, 52.9.

Per cent. of whole number enrolled during the year in graded schools who were in daily attendance, 79.

Same for ungraded schools, 57.

	1884.	1883.
Average number of days which each pupil enrolled in graded schools attended school.....	128.	121.5
Same for ungraded schools.....	78.7	76.5
Average wages of male teachers in graded schools.....	\$86.80	\$79.59
Average wages of male teachers in ungraded schools.....	40.95	38.45
Average wages of female teachers in graded schools.....	48.58	47.40
Average wages of female teachers in un- graded schools.....	31.21	29.03
Cost in graded schools for tuition per pupil enrolled.....	11.39	11.38
Same in ungraded schools.....	11.85	11.67
	1884.	1883.

Cost for tuition per pupil per day in graded school.....	\$ .071	\$ .068
Same in ungraded schools.....	.085	.079

The cost per pupil upon the total enrollment was:

	1884.	1882.	1874.
For tuition (teacher's wages).....	\$ 7.74	\$ 7.00	\$ 6.90
Amount raised by local taxation.....	9.68	8.30	8.45
Amount raised by local and State taxation.....	11.05	9.70	9.94
Total expenditures.....	12.93	11.27	11.71

The cost per pupil on the average daily attendance was:

	1884.	1882.	1874.
For tuition.....	\$11.61	\$11.01	\$12.09
Amount raised by local taxation.....	14.52	13.08	14.82
Amount raised by local and State taxation.....	16.58	15.29	17.43
Total expenditure.....	19.41	17.78	20.52

The Superintendent calls the attention of the General Assembly to the necessity of making an appropriation to erect a new building for the Southern Normal University in place of the temporary structure which has been used since the building belonging to the State was burned in 1883; and he urges strongly such an amendment to the law as may be found best in order to put the county superintendency upon the right basis for efficient work in every county.

#### M'LEAN COUNTY.

Mr. Fred. H. Lormor and O. J. Condon seem to be doing good, efficient work at Arrowsmith and Ellsworth.

Teachers, why not have a regular daily programme and follow it closely? Is there any good reason why you should not?

The teachers in Eastern McLean county will meet at Saybrook, January 10, 1885. A large number is expected to be in attendance.

Samples of supplementary reading can be seen at the superintendent's office. Teachers don't you feel the need of such reading matter in your schools?

The schools of Chenoa, Lexington, and LeRoy seem to be running smoothly under the supervision of Miss Lizzie P. Swan and Profs. Jess and Chamberlain.

Out of the fifteen graded schools in McLean county, thirteen changed principals at the beginning of the school year. It is evident that the teacher of the rural district is not the only one that migrates.

A local monthly teachers' meeting has been organized in Northern McLean county by the teachers of Northern McLean and Southern Livingston counties; meetings to alternate between Chenoa and Fairbury.

The school directors of district 8, Hudson township, have fixed up their school building in good shape. The teacher, Miss Anna J. Victor, and the pupils, have decorated the room in elegant style. It is not necessary to add that Miss Victor is doing the Manual work.





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The programme given by Profs. McCormick, Henninger, Cross, McMurry and Chamberlain at the high school of Bloomington on December 13, was a grand success. The teachers went away feeling well paid for having attended, and very much strengthened to go forth and do more and better work. The next meeting will be held at the same place January 17. Teachers, come out and help us.

Our best teachers are strongly in favor of uniform work, and find the *Outline* a great help in the ungraded schools. If there are any teachers who are not supplied with the Manual, please send or call on the superintendent for a supply, and give it a trial. There are a few teachers (?) who say that the work, as outlined, can't be applied to their schools. They seem to think that their pupils can answer their questions better than they can answer the questions sent out by the superintendent. A visit to their schools is only necessary to confirm the teachers' statements. We hope they may soon see the error of their way, and go to work in earnest. Get out of the old ruts.

The central examinations will be held at the school houses, and on the days named as follows: Old Town, Whitcomb school, district 2, January 19; Randolph, Center school, January 20; Downs, Rutledge school, district 4, January 21; Towanda, village school, January 22; Dry Grove, Center school, district 9, January 23; Dale, Dale's school, district 2, January 26; Allin, Stanford school, January 27; Danvers, Danvers school, January 28; Mount Hope, McLean school, January 29; Funk's Grove, Col. Ross's school house, January 30; Empire, at LeRoy, February 2; West, Docken school, district 4, February 3; Belleflower, village school, February 4; Cheney's Grove, Saybrook school, February 5; Arrowsmith, village school, February 6; Blue Mound, Center school, February 9; Martin, Colfax school, February 10; Lawndale, Center school, February 11; Anchor, village school, February 12; Cropsey, village school, February 13; Lexington, Selma school, February 16; Money Creek, Hefner school, district 5, February 17; Chenoa, Chenoa school, February 18; Yates, Weston school, February 19; Gridley, village school, February 20; Padua, Ellsworth school, February 23; Hudson, village school, February 24; White Oak, Swan school, district 7, February 25; Normal, district 5, February 26; Bloomington, superintendent's office, February 28.

N. B.—Examination of applicants for teachers' certificates will be held on the fourth Friday of each month, instead of the third Friday, after January 1, 1885. Remember this and tell your friends.

#### VERMILION COUNTY.

Miss Eva McFall, who for ten years past has taught in the primary department of the Danville schools with most excellent success, has had to resign her position on account of ill health.

In the Danville High School the proceedings of Congress are read each day by the class in Civil Government, and freely commented upon. The newspaper proves a good review text.

Vermilion county has just wheeled into line with the progressive counties of the state in the matter of school supervision. The board of supervisors at their last meeting voted to allow the Superintendent pay for his full time to be employed in the interests of the schools. How great an improvement in public sentiment on this subject has been brought about is shown by the fact that but little more than a year ago that officer was allowed only eight days per month for the discharge of all his duties—an arrangement which was sanctioned by an overwhelming majority of the board. Brother Benedict now has a big job on hand. He is exerting all his energy to regain for the schools what has been lost by lack of supervision during the past ten years.

An interesting case recently came up in one of the districts of this county. A short time after the November election a teacher, in conversation with a leading citi-

zen, remarked that heretofore he had always voted the republican ticket, but this year voted for Cleveland. The I. C., smarting from the sting of defeat, said any one who would do so is no better than a rebel. High words followed, and the teacher closed the scene by knocking his opponent down. The political prejudice of the board being against the teacher, they decided that such action on his part was evidence of a degree of depravity that unfitted him for the guiding of the youth of that district. The County Superintendent was called in, and counseled moderation and harmony; but the director was inexorable, and dismissed the teacher. He now proposes to "see it through," and expects to sue for damages unless they pay his salary.

#### ADAMS COUNTY.

Miss Dora Curry is doing good work at Blue Stocking.

Mr. Clair is doing extraordinarily well in his school this year.

The schools of the county are improving, and will continue to improve just as the teachers show a willingness to excel.

Mr. Hinton, first assistant in the Parson school, is making a fine record. There will be room "up higher" for him after a while.

Prof. Anderson has introduced modeling in clay into the Clayton schools. Miss Lloyd and Miss Pike are doing nicely in the work.

Prof. Pillsbury's article on the County Superintendent is very favorably received. We hope that the General Assembly will set the matter right by some common, wagon-horse sense legislation.

Prof. S. F. Hall, at Camp Point, is having some very excellent work done this year. Drawing is made a specialty. A teacher from Quincy spends an hour in each room one day, at least every week.

Now that the County Board has made provision for the expenditure of \$180 in premiums at the fair, for specimen work, let every teacher try to win.

The Manual and Guide will soon be placed in the hands of the teachers. This is a step in the right direction. Let us have intelligent supervision in the district schools as well as in the towns and villages.

#### CLARK COUNTY.

The Westfield and Casey schools are running very smoothly.

Mr. C. M. Ryman, who is teaching in York township is succeeding nicely.

James Dawson is teaching in Westfield township. Jim is an old hand at the business.

Miss Jennie Rogers, of Edgar county, is teaching Oliver, this county, with fifty-two pupils enrolled.

It seems as though the Clark County Teachers' Association is dead, as there has been no meeting of late.

#### MADISON COUNTY.

Several of our teachers will take part in the holiday excursion to New Orleans.

The regular annual public examination of the Marine schools takes place December 23 and 24.

The Marine public schools of our county were closed part of last month on account of diphtheria.

THE ILLINOIS SCHOOL JOURNAL has quite a good number of subscribers in our county, though there are some teachers who yet have chance of forwarding their subscriptions. It might not be out of place here to mention that one of the questions the County Super-

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tendent will ask the teachers in his rounds, will be, "What educational papers do you take and read?"

There are 211 teachers employed in the public schools of our county. Of this number two have state certificates, viz.: Werner Stille, of Highland, and Wm. E. Lehr, of Marine. There are thirty-seven teachers actually teaching, holding first grade certificates, and one hundred and seventy-two holding second grade certificates. There are male teachers, 94; females, 117. These statistics are taken from an advance memorandum of County Superintendent Squire's circular, No. 3, which promises to be a very interesting document, and which will be issued in a few days. ARTHUR OEHLER.

#### BUREAU COUNTY.

Miss Sarah Mayne teaches the Concord school.

Frank and Ada Gray assist Mr. Kendall, at Lamoille, this year.

Prof. Mason, of Malden, has found more congenial work in Missouri. Bureau county lost a good teacher when he left.

The Institute last month was fairly attended, and the exercises were good. A mistake in announcing the place of meeting caused many to stay at home. The next meeting will be held at Princeton, the last Saturday in January.

#### HENDERSON COUNTY.

The County Superintendent will hold no more public examinations until March.

The use of the Manual and Guide for the country schools came near being a failure on account of their not being furnished according to promise by the publishers. We have heard of but few teachers using them.

Two local institutes have been held since my last communication to the JOURNAL. One at Terra Haute, August 23, and the other at Rosetta, October 25. Inclement weather interfered with the first, the second had a fair attendance and was enjoyed by those present.

The Annual County Institute was held at Raritan November 28th and 29th. There were only twenty present out of the eighty teachers in the county. The following were the subjects presented with some notes taken by your correspondent on the same.

Miss Ida Crouch read an excellent paper on the "Object of the Recitation," giving three principal objects.

Prof. Derr discussed the importance of "Commercial Arithmetic." He said there is no reliable arithmetic on this subject, and the bankers themselves differ as to results, and illustrated this by giving an example under exchange. He would have pupils do away with the methods in the arithmetics and teach them but one method under each rule.

Mr. A. Hageman, a director of the Raritan schools, addressed the teachers on "Duties of Patrons."

Miss Maria Tolman read a paper on "Primary Geography," giving Col. Parker's method of teaching it.

Prof. J. M. Akin handled "Relative Importance of Mathematics" in a practical manner and to the satisfaction of all. With some it is most important, but viewed from the teacher's standpoint he would not place it first. Too much time is spent on arithmetic. It should be taught more thoroughly and we should give more time to other branches. Teachers should give more attention to addition, holding the pupils to it until they can add rapidly and accurately. As to relative importance of arithmetic, it should be placed in this order: reading, grammar, arithmetic.

Miss Fannie Field read a biographic sketch of Horace Mann.

In the evening of the 28th, the teachers listened to a rare treat in the way of a most excellent address by Hon. J. L. Dryden, of Monmouth, on the "Coming Man." The teachers would be glad to hear him lecture again at the next annual Institute.

Melvin Baird told the Institute how he taught "Percentage." It was necessary for pupils to understand this subject thoroughly before proceeding further. There was too much mechanical figuring and trying to obtain the answer. Have pupils work by reason instead of rules. Much discussion took place as to whether percentage should be divided into cases, or not. Doubt was also expressed as to the utility of formulas.

Miss Clara Spears initiated a discussion on "Popularity as a Means of success."

Miss Flora Dalrymple illustrated how she taught "Penmanship to Little Folks." I doubt the propriety of teaching writing to them by means of principles. It seems that this most neglected subject provokes but little discussion at our institutes. Why is this?

On Saturday morning Prof. A. J. McCormick led the discussion on the Manual and Guide. He and Professors Akin and Derr argued against its use, while Miss Grace Veech and Prof. M. J. Green favored its use. Prof. Akin said the teachers of this county could get up a better one.

We are sorry to report that the subject of preparing a course of study for the schools of Henderson county was overlooked. The objection to a course of study because the schools are not graded is a good reason why there should be a course of study for them. It is hoped that a law will be passed this winter for grading the common schools.

Miss Grace Veech read a paper on "Pictures as Educators," which was fraught with many good suggestions and happy illustrations, indicating that it required research and time in preparation. Pictures should adorn every school room. They are a help in language lessons.

Prof. M. J. Green gave a talk on "How shall we secure the Co-operation of Patrons." The best schools are where the patrons take the most interest in them and co-operate with the teachers. It can be secured indirectly by gaining confidence of pupils on the start, making school interesting and by governing kindly and firmly, or making the school what it should be and showing that you are master of the situation. It can be secured indirectly by making his patrons his friends by visiting them or meeting them at other places beside their homes. For parents to co-operate understandingly it is necessary for them to know in what co operation is needed. Hence, it is necessary for the teachers to report weekly or monthly the tardiness, attendance and conduct of pupils to parents to get their assistance in correcting these evils. This subject developed considerable discussion on the troublesome theme of tardiness. The best suggestion offered was to make the opening exercises interesting as an inducement to be present.

Mary Schultz illustrated her method of teaching "Primary Numbers," which is the Grube method.

Delia Nelson read a paper on "The C. L. S. C. as a Means of Improvement."

The Teacher's County Library was discussed but failed for want of support.

An editor was appointed to take charge of an educational column in each of the towns in the county where a paper was published. This is a sensible and commendable move in the right direction if only persisted in.

The following officers were elected for the ensuing year: President, Superintendent E. A. Cameron; Vice President, Prof. M. J. Green; Secretary, Maria Tolman; Treasurer, S. M. Baird.

The next Annual Institute will be held at Biggsville.  
J. O. S. H.

#### MACOUPIN COUNTY.

The public schools of Virden give a vacation of two weeks.

The students of Blackburn have organized a moot court. It became necessary since the turkey was stolen Thanksgiving.

Dr. Hurd, president of Blackburn University, is giving a very interesting lecture throughout the county on the "British Isles."

Spelling schools are all the rage in rural localities.

Gillespie has organized a musical and literary society.

This county has not yet had a single teacher's meeting.

The Girard High School will give a second entertainment during the holidays.

Miss Agnes E. Ball, of the Chicago school, will spend her vacation at her home in this county.

Seven of the Staunton teachers attended the Montgomery county association in Litchfield, December 13.

Mr. Ben A. Franklin, principal of the Bonne Terre, Mo., schools, will spend the holidays with his family in Bunker Hill.

Dr. E. L. Hurd will lecture on "Ireland" for the benefit of the Bunker Hill public schools, during the second week of January.

Will L. Hblden, formerly a teacher of this county, was recently elected superintendent of schools of Lincoln county, Wisconsin.

The economical school board of the state can be found near Plainview, in this county. They sold a worn out stove to a blind man for \$2.

Our former county superintendent, F. W. Crouch, is spoken of as mayor of Litchfield at the spring election. He serves the people well in any capacity.

A literary society has been organized at Liberty, near Girard. The officers are: C. C. Ferry, president; Miss Ora Smith, treasurer; Frank Walton, secretary.

Staunton proposes to have a teacher's institute on the second Saturday in January. All the teachers in Macoupin and the counties adjoining are invited.

Miss Viola Harrington, who has been one of the most successful teachers of the Carlinville schools for the past eight or ten years, was recently married to a Mr. Johnson of that city. May happiness attend them.

Prof. Wint. E. Scarritt, late professor in the University of Colorado, gave a lecture in Bunker Hill for the benefit of the library association. He gained quite a reputation as a lecturer on "That Bad Boy" in the far west. He is a young man of high aims and will succeed.

A. G. E.

#### WARREN COUNTY.

District No. 4, Spring Grove township, H. G. Callison teacher, has refitted its house with single seats and desks.

District No. 1, Hale township, L. H. Bristol teacher, has bought a new Unabridged Dictionary, Webster, and are talking of a Tellurian.

The township institutes are going on this year. A few teachers were at Roseville Saturday, December 13. At Barr's schoolhouse in Hale township there was a good audience but few teachers, December 12. They will try again in the near future.

The County Convention of Warren county met at Alexis November 23 and 29. Prof. Gillan, of Danville, Ill., was present until Saturday noon. He gave interesting talks and instruction in Phonic Analysis and various departments of school work.

Prof. Lyon, of Bushnell, Ill., gave his methods in "Longitude and Time." Interesting papers and exercises were given by a number of other teachers of the county.

A committee was appointed to select some work on teaching from which the County Superintendent will select examination work in Theory and Practice. A committee was also appointed to bring the matter of premiums for school work before the Agricultural Board and one to bring the matter of visitation of schools by the County Superintendent before the Board of Supervisors.

#### MONTGOMERY COUNTY.

Irving township has organized an institute.

A teacher's meeting was recently held in Butler.

Prof. John F. Goudy, once the principal of the Butler schools, is now at Highmore, Dakota.

Quite a number of the teachers of this county will attend the State Association during the holidays.

There are one hundred and twenty-two children in Honey Bend entitled to school privileges, and they have a small schoolhouse and one teacher. In the district there is over \$70,000 worth of listed taxable property, and there is no reason for failure in not having better accommodation. The teacher, Mr. E. W. Strain, is an excellent one, but what is one where there are so many? The best teacher on earth can not do justice to so many.

The second meeting of the Montgomery County Teacher's Association was held in Litchfield, December 13. Considering the weather the attendance was very large, there being nearly one hundred in attendance. Macoupin county furnished about fifteen representatives. Among the interesting papers read may be mentioned: "Oral Work in Intermediate Grades," by Miss Mary Hood, of Hillsboro; "Heart Power in School Work," Miss Anna Zimmerman, of Raymond; "Teaching Reading in Intermediate Grades," Miss Mary Beck, of Walshville; "Methods of Teaching Geography," Miss Camilla Jenkins, of Hillsboro.

Prof. I. H. Brown, of Edwardsville, gave a lesson and exercise in elocution that was fully appreciated by all present. His lecture in the evening was on "The Future of America as viewed in the Light of the Past and Present." Prof. Brown left many favorable impressions as to his ability as a teacher.

The schools will try to secure offers of premiums for best work in different lines of school work from the Agricultural Board of the county. A committee was appointed to this end. After a day spent pleasantly and profitably, the association adjourned to meet in Nokomis February 14.

G. E. A.

#### SPRINGFIELD.

At the last institute, during the hour set apart for grade work in the high school division, a paper was read by Mr. Helmle on examinations, that is worthy of publication. He advocated oral examinations, as cultivating qualities that were not called forth in written examinations, like the quizzes in law and medical schools. As a consequence of the paper, ten per cent. is to be allowed on all written work for systematic arrangement and correct English. A uniform heading was also adopted.

Teachers are often glad to hear of good exercises for rhetoricals. Two given in the high school chapel, Nov. 14, were of unusual excellence, each taking about twelve minutes. One was a Shakespeare Colloquy, taken from the New England Journal of Education of Nov. 17, 1881. The quotations are admirably put together, and when given with spirit, are very entertaining. The other was a character reading from Nicholas Nickleby, arranged by the pupils themselves, scenes from Dotheboy's hall. Mr. and Mrs. Squeers, as represented by Sheldon Snively and Rachel Hiller, could not have been better, given by professional actors.

New blanks have been furnished the teachers this year. One is for daily use, having spaces to be filled for the date, names of pupils tardy, absent, excused from school, detained, punished, very unsatisfactory in conduct, very unsatisfactory in lessons, articles wanted for room, property injured, janitor's attention is called to, teacher present at 8 a. m., and at 1 p. m. and the name of the teacher. The other form is for the purpose of notifying the parent of some delinquency on the part of his child in attendance, punctuality, conduct, or lessons, and contains a copy of the rules relating to these points. Space is left for the parent's signature and the necessary excuse, to be returned to the teacher.

## PUBLISHERS' NOTES.

## PLAYS.

Dialogues, Tableaux, Speakers, etc., for School, Club, and Parlor. Best out. Catalogue free. T. S. DENISON, Chicago, Ill.

Read the "ad" of Johnson's Cyclopedia in this number.

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The Brockway Teachers' Agency advertised in our columns refers to Supt. Howland, of Chicago, Prof. Phelps, Winona, Minn., Adj. Gen. Elliot, Springfield, and others. This agency furnishes a very convenient means of communication between teachers and employers.

The Teachers' Coöperative Association, of Chicago, announce a new branch office at Lincoln, Neb., with Miss L. Margaret Pryse and Miss Jennie Denton, Editors of "School Work," as managers. All applicants are registered at Allentown, Pa., and Lincoln, Neb., without extra charge.

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Teachers of geography are sure to find many questions with short answers a useful and amusing exercise. The GEOGRAPHICAL HAND-BOOK gives to the teacher one thousand five hundred questions, already prepared, with answers,—300 on United States, 250 on Europe, 150 on mathematical geography, and other subjects in proportion. It would interest you to see how many questions out of 50 or 100 your class would answer. Try the questions. They will give your class a lively review, and cost you ONLY 35 CENTS. For sale by J. A. Woodburn, Bloomington, Indiana. See advertisement.

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We have in our office a beautiful roller map of the United States and Canada, size 46x56 inches, geographically correct, and showing, in colors, the divisions of standard time—just such a map as usually sells for about \$2. The map is published by the Chicago & Alton Railroad, and they propose to send one, all charges prepaid, to any principal, or teacher of any department of any educational institution, for use in their classes, who will send a written request for it—until the large edition

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# ILLINOIS SCHOOL JOURNAL.

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WHOLE No. 46.

## PRIMARY WORK.

BY SOPHY G. KENTON.

### II.

#### READING.

Before entering upon a new step, let us consider what the children have already learned, aside from the words. If ordinarily bright, they have mastered all, or nearly all, of the script letters, with the sounds of those most commonly used. The sound of the letter is of more value to the children than the name, for by it they can form new words. They have learned the sounds merely by imitating the teacher's voice in slowly articulating words, as c-a-t, r-a-t, etc. Consonant sounds are very easily learned in this way, and by the time this stage of the work is reached, the children can form new words, merely by changing the initial letter (changing the terminal letter is much more difficult). For instance, the teacher writes the word cow, which the children name and separate into sounds. The teacher then erases the c, and substitutes n, then b, then h. Thus, while only thirty or forty words have been developed, the ability to double or treble these has been acquired, which makes the progress very rapid; and the change from script to print, which seems, to a teacher unaccustomed to this method of instruction, a formidable undertaking, is in reality a very easy step, and makes no break in the regular work of advancement. Many teachers think it necessary to develop one hundred or even two hundred words in script before showing print, and there would be no objection to this if books of script words could be obtained.

The teacher's aim is to make the child self-dependent as soon as possible, and a book aids much in fostering an independent spirit. Children who enjoy their reading lessons as they should are hungry for other words, and the teacher hears reiterated day after day, "I wonder what our new word is." A book furnishes for these eager little questioners a treasure-house which it is their delight to explore; therefore, that pleasure should be granted them as soon as they are ready to receive it—that is, whenever they recognize in print all the words already learned in script.

In making the change, the teacher prints such words as are nearly alike in both forms (cow, ox, my, man), and is surprised, if it is her first trial, to hear the children read them without difficulty. She then gives them a book in which the same words are pointed out. The words are now written on sheets of manilla paper, or on blackboard, script and print side by side, also printed on the back of the little word-cards, and used at the seats for sentence-building, while slips with single letters are used for forming words.

The new word given at each recitation must now be printed, as well as written, although the children copy the script only. The addition of printed words furnishes material for still more interesting lessons than those already given. For example: One child finds an object indicated by the teacher, another the script, and a third the printed word; or a sentence is written on the board, and children called upon to find corresponding words on printed cards. The words learned at this time, and as many as possible in the preced-



ing lessons should be taken from the reader to be used, as the children must not be deprived of the pleasure of recognizing old friends in their new books. Readers do not supplant the blackboard, but are only supplementary to it. Nothing can take its place during the first half-year. It permits all the variety in lessons that an ingenious teacher can invent, and the attention of the class can be much more easily held when all see the lesson at the same time. Lessons from the book should be placed upon the board with the words differently arranged, as this change of position prevents mere memorizing, which difficulty is certain to arise in a large class when the children read the words only in the order found in the book, some learning them from the position on the page, others, parrot-like, by hearing them repeated. Later in the work, supplementary readers, now so commonly used, obviate this difficulty, but in the present stage the blackboard is worth a dozen sets of readers. Take, for example, such a lesson as the following, from Appleton's First Reader: "This girl has a fan. The fan is in her hand. Can she fan the cat?" The teacher prints it on the board in this form: "This girl has a fan in her hand and a cat in her lap. She can fan the cat." Here the children see all the words of the lesson, and the teacher can easily discover whether each child knows them all.

Other plans for insuring thoroughness are:

(a) Place on the board in script a lesson from the book, changing the form as before. (The script must not give place to print, as with practice in every lesson the children soon learn to read both forms with equal ease.)

(b) Print and write on the board single words from the lesson. Point to words which the children must find in their books. Show objects and have children find names on the board and in books. For seat work, the children make sentences with their *printed* word-cards from copies *written* upon the board.

All words for children to copy are written in spaces, and every sentence is begun with a capital and finished with a proper terminal mark. Their work must be as correct in this respect as the copy. Children can learn to do their work correctly as easily as incorrectly, and it is much easier for the teacher to build a

firm foundation now, though it require much time and great patience, than to spend more time later in the work in the unnecessary labor of tearing down and rebuilding.

At this step, sentences may be changed from declarative to interrogative, and *vice versa*, both orally and in writing, in class and at the seats. To cultivate language and lead to written descriptions of pictures, children are taught to study the picture with each lesson, and tell in correct sentences what they see. A sketch of a lesson will illustrate the work outlined in this article. This lesson is found in Barnes' First Reader. The picture on the page represents a bird sitting on a twig, near a nest containing three eggs. The lesson is:

Do you see this little bird? Yes, I see the little bird.

Do you see this little nest? Yes, I see the eggs in it.

The eggs in the nest are white.

On the board are written and printed the following words: bird, nest, eggs, white, little, see, you, do, this. Books are opened, and the attention of the children directed to the picture. One child describes the bird, another the tree, and a third tells about the nest with eggs in it. If the conversation turns upon robbing birds' nests, the opportunity for a little moral instruction should not be lost. The teacher, holding a book open before the class, says, "You may find the words as I point to the pictures." One child points to the written words, a second to the printed ones, while the remainder of the class find them in their books. When the words represented in the picture have been named, the children point to the others as the teacher calls for them. The teacher now points on the board to the written words, and children find the same in their books. This preliminary work should not be neglected, as sentences can not be read understandingly if the words composing them are stumbled over. The first sentence, "Do you see this little bird?" is now read from the book by several children, who notice that it is a question and read it with the rising inflection, and when questioned by the teacher, call it an asking sentence, and readily change it to a telling one. The answer, "Yes, I see the little



bird," is then read from the book. Boys read the question and girls the answer; then, two children facing the class read, one, the question; the other, the answer. One child, pointing to the picture of the bird, reads the question, and is answered by one or more of the class. On the board the sentences have been printed in this form:

Do you see this bird, Mary?

Is it a little bird, John?

Yes, it is a little bird, Mary.

I see the little bird, John.

These questions and answers are read by the children whose names are used. The teacher erases the names, and writes those of other children who now read the same sentences. In the next sentence, "Do you see this little nest?" children point to words as the teacher rapidly names them thus: nest, this, do, little, see, you; after which the sentence is read. The teacher writes, "Has the little bird a nest, Harry?" "Yes, this is the little nest, Nellie." and Nellie and Harry, delighted to see their names, read as soon as permission is given. "Do you see an egg in the nest, Willie?" "I see eggs in the nest, Tom," are now read by Tom and Willie respectively. Children see that the singular number is used in one sentence and the plural in the other, and give plurals of bird and nest; then read the sentences on the board, giving plural instead of singular. The third and fourth sentences, "Do you see this little nest?" "Yes, and I see the eggs in it," are read from the book. The last line in the lesson, "The eggs in the nest are white," is changed to make the following sentences: Is the egg in the nest white? The egg in the nest is white. Are the eggs in the nest white? The eggs in the nest are white. Do you see the white eggs in the nest? I do see the white eggs in the nest.

The children enjoy these questions and answers exceedingly, and watch anxiously for their names, carrying on the conversation in reading exactly as if the books were not there. For seat-work, the teacher writes parts of sentences, as, I see a — —, I see — —, Do you see — — in the nest? and children fill the blanks with words from the lesson; or she gives an asking sentence to be changed to a telling one, and a telling to an

asking. For the time and labor spent in preparing these blackboard lessons, the teacher is amply repaid by the interest evinced and the rapid progress made by the children.

## GEOGRAPHY AS A SCIENCE IN THE PUBLIC SCHOOLS.

BY H. D. HATCH.\*

I am dissatisfied with most of the geographical teaching that I have seen and have done. The work seems to lack proper educational purpose, or, at least, such purpose is far from clearly shown by the work accomplished; the methods used have not been those based on fixed pedagogical principles,—*e. g.* proceeding from the known to the unknown, from the near to the remote, from the child's real or potential experience to that beyond, introducing the method of discovery for that of didactics, tracing causation, etc.; and much that is taught under the name of geography seems to be dropped from the mind with greater ease than almost any other matter.

It seems only fitting that when charges like the foregoing are brought against a long-taught study, by one of limited experience, that he should call to his aid the thoughts of others whose longer service as teachers finds them possessed of a past rich with facts to draw upon.

"Geography," said Carl Ritter, "used, for the sake of commerce, to be divided into three divisions: mathematical, physical, and political. This was at the time when it was thought that the whole framework of the sciences was a disjointed and sundered thing; before that minor principle of unity, which binds them all together, was recognized as one of the noblest conceptions that the mind can cherish \* \* \* From these three groups our ordinary text-books compile their usual aggregate of facts, and each becomes after its own pattern a motley in miniature. They contain valuable quantities of this triple mass of materials, and follow no law but the demands of the time when they see the light; they favor, like our light literature, the whim of

\*While I think it will appear that the practical part of this paper is the elaboration of the views of the authors quoted, I desire to acknowledge the assistance which I have received from many suggestions of Mr. Alexander Frye, of the Cook Co. Normal School, Normal Park, Ill.

the hour, and are political, military, or commercial, as the public may demand. A systematic exposition of geography is very seldom found in them. A harmony of parts, a true harmony, is very rarely attained in their pages. They are at the foundation only arbitrary and unmethodical collections of all facts which are ascertained to exist throughout the earth. They are arranged according to countries, or great natural divisions; but the relation of one great natural division to another, the mutual and immense influence of one country on another, is never mentioned."

In March, 1882, before the Department of Superintendents of the National Educational Association, at Washington, Dr. John M. Gregory said, in discussing the non-productiveness of our common school studies: "In the ordinary methods of instruction, geography is reduced to a sort of game of 'hide and seek' on the maps; crooked ink marks running here and there are learned as rivers; black dots stand for cities; fringed lines represent mountains, and the pupil wastes weary months in learning that one dot, with an unpronounceable name, lies in this corner of the map, another in that; that the river lines begin at one point on the map and end at another, and often without the faintest conception of the real nature or location of the country that he studies, and with no idea at all of the cities, the islands, the lakes, the mountains, the harbors, whose location on the map he learns."

"Thus the pupil loads his memory with useless lumber. It stirs no thought but that of weariness of the lesson. It brings no inspiration; it throws no light; it answers no question. It is simply an interminable catalogue of names of places never, perhaps, seen or heard of, a catalogue that fades from the memory in a tithe of the time that it took to learn it."

J. M. Fitch, M. A., lecturer on pedagogics before the University of Cambridge, England, said, in 1880, in speaking of the educational value of geography: "It is the more important to think thus about geography, because I have observed that this is the favorite subject often with the worst and most mechanical of teachers. It is, in fact, the one subject in which the maximum of visible result may be

attained with the minimum of intellectual effort. To give a few names of places and point them out on the map, is the easiest of all lessons, and, what is more to the purpose, it makes a great show when it is learned. And when I ask a teacher what is the favorite subject of pursuit in his school and he answers geography, and afterwards I find that what is called geography merely means the knowledge of a number of names, and the power to identify their position on the map, I always draw a very unfavorable inference respecting the character of that school as a place of intellectual training; for I know that such information may have been imparted without the least exertion of educating power on the master's part; and that a good deal of such knowledge may easily co-exist, in the learner's mind, with complete mental inaction and barrenness."

"I do not think," says Thos. H. Huxley, "that a description of the earth, which commences by telling a child that it is an oblate spheroid, moving around the sun in an elliptical orbit; and ends, without giving him the slightest hint towards understanding the ordinary map of his own county, or any suggestion as to the meaning of the phenomena offered by the brook which runs through his village, or the gravel pit whence the roads are mended; is calculated either to interest or instruct. And the attempt to convey scientific conceptions without the appeal to observation, which can alone give such conceptions firmness and reality, appears to me to be in direct antagonism to the fundamental principles of scientific education."

Says Herbert Spencer, "Political Geography, dead and interesting to a child, and which should be an appendage of sociological studies, is commenced betimes, while physical geography, comprehensible and comparatively attractive to a child, is in great part passed over."

Dr. E. Seguin, United States Commissioner of education at the Vienna Exhibition, says: "It is a trite remark that nothing is so soon forgotten as geography. This is due to the want of interest in what is taught as such, and also to the vague location of the objects studied."

Such are a few of the opinions of those competent to judge of what they speak.

If, then, geography, as commonly taught, fails to accomplish results commensurate with the time given to it in our courses, in fact, falling far short of this, what is the cause?

It seems to me that the chief cause of failure of this study is in the fact that it has not been generally treated or looked upon as a science, and hence those who have seen geography from the view point of mere description, which really should give the elements of the science, have considered the description as the *all*, and have largely lost sight of the value of relations so controlling in all science and the prime importance of understanding the near before attempting the remote.

In confirmation of this thought, we have only to glance at the manner in which the study found its place in our school. Upon this point, says Dr. Gregory, in the address already referred to: "Very many are now living who can remember the first introduction of geography into the circle of our common studies. I recall now a certain small but thick, octavo volume, with a single map of the world folded in opposite the title page, which bore the name of Morse's Geography. It was occasionally brought to school by the big boys and girls, and when they had exhausted the reading lessons of the American Preceptor, the Columbia Orator, and the old Third Part, they resorted to this geography as a reading book. The poor map was speedily disposed of as an unnecessary incumbrance, and the description of the boundaries, characteristics, productions, etc., of the several countries were read as interesting facts. Occasionally classes would be formed to learn and recite lessons from these mapless geographies, till at length some bookmaker, seeing the chance of introducing a new text book, provided us with geographies fitted up with maps and furnished with innumerable map questions, sufficient to occupy our time for several years. The study became common, and now ranks among the universal requirements of our common schools. Surely no one can claim that the intelligence of school boards, or of wise parents, or of anxious and far-seeing teachers, selected this from the round of human knowledge and accomplished its introduction on the ground of its superior ability, either as a knowledge or as an exer-

cise of the mind. Entering by accident, it owes its continuance to the enterprise of bookmakers and book publishers."

Noah Webster writes: "No Geography was studied before the publication of Dr. Morse's small books in that subject about the year 1786 or 1787."

But even were geography treated as a science, why should it claim a place in our school course?

If our studies were chosen, as I think they should be, with reference to their adaptability as instruments of thought evolution, then I think that geography, scientifically treated, would be able to serve an excellent purpose. Under such treatment, I think that few studies, beyond the three R's, are better calculated to afford the needs of mental growth, or could better claim all the time that it now occupies in our schools.

Again, in order to live to the best advantage, man should understand the earth, his dwelling place, in order that he may know how best to modify it to suit his needs; and geography, considering the earth as the abode of man, exercising a manifold influence upon his life and actions, raises itself from the categorical display of unrelated and isolated phenomena to the realm of a science in which order and sequence prevail and the element of causation is all controlling.

Bearing this in mind, many facts hitherto overlooked are now brought vividly to our notice. For example, we are brought to a realization of the important fact that 350 feet of elevation exercises an influence upon the mean annual temperature of a given place equal to sixty miles of latitude, and we begin to heed the vertical dimensions of continents that we have almost completely ignored.

We see the vast effect of these elevated masses upon the relative humidity of prevailing air currents; and now we note two of the chief elements in all geographical science, — land elevations and agencies acting upon them.

In order that the pupil may consider the study in the desired light, I would have him become familiar with the relief and contour of all land forms in their real and relative positions; I would have him familiar with the inanimate agencies acting upon these forms,

as, heat, air, and water; I would lead him, by a due consideration of these elements, to see that the climate of a given section is only their effect; that the animal and vegetable life and the character of the people, depend upon the climate and soil; and that the occupations of the people are in turn the outgrowth of these.

The character of the chief cities, the trend of commerce and history, the growth of political divisions, and the civilization of the globe should be presented in their proper order of sequence.

But can this ideal be accomplished by the classes in our public schools, and if so, how?

The first request of success is diligent and untiring investigation of the material at hand.

Says Ritter, "Personal investigation must be made by every student in order to understand the investigations of others. Wherever our home is, there lie all the materials which we need for the study of the entire globe. Humboldt hints at this when he says, in his *Kosmos*, "Every little nook and shaded corner is but a reflection of the whole of Nature." The roaring mountain brook is the type of the thundering cataract; the geological formations of a single little island, suggest the broken coast lines of a continent; the study of the boulders which are so thickly scattered in token of a great primeval deluge from the north, reveals the structure of whole mountain chains."

"The digging of every well may contribute to our knowledge of the earth's crust; the excavations made in the building of railroads may, without the loss of time, labor, and expense, be a ceaseless source of instruction. In the structure of a spear of grass, of a rush, of a single monocotyledon, may be studied in miniature the palm tree, prince of the tropics; in the mosses and lichens on our walls, the stunted growths of mountain tops may be investigated. A small range of hills may be taken as the type of the loftiest Cordillera. The eye may be easily trained to see all the greater in the less. The study of our own district is the true key to the understanding of the forms and the phenomena of foreign lands. Whoever has wandered through the valleys and woods, and over the hills of his own state, will be the one capable of follow-

ing Herodotus in his wanderings over the globe. He, and he alone, will be able, with true appreciation, to accompany travelers through all foreign lands. The very first step in a knowledge of geography is to know thoroughly the district where we live.

"Unfortunately, the text books which we now possess do not discuss, with any approach to exhaustiveness, the districts where their readers live; and hence they can not give any true inductive generalization of the large and the remote."

Is it possible for the pupil to grasp in his imagination the continental forms in their relations without clear concepts of the facts of his own locality? To hold that he can and to attempt to lead him to do so, is to act in direct opposition to the most firmly fixed principles of mental science. But how is this knowledge to be gained?

In the kindergarten and the primary school by clay modeling and sand plays, I would have the child become acquainted with the chief facts of form,—as found in the sphere, cube, cylinder, prism, pyramid, and cone, with directions and relative positions, etc. When he has reached his third or fourth school year, I would go with him to study a hill, at least lead him to observe one, and question him in regard to the slopes, as, where do they begin, where end, in what direction do they extend, how many slopes are there, do you know of any land that does not slope, where is it? Do you know of any land slope that does not form part of a hill?

Such are a few of the many lines of observation that may, and should be, followed.

Thus far you have exercised the pupil's power of sight alone; but do not be too sure that his mental picture is a clear one; sight is often deceptive because it is poorly trained.

Have your pupil reproduce in the concrete forms that he has seen; let him work in the sand-pile in the school yard, in the pile of saw-dust in the basement, in the sand of his moulding board or moulding pan in the school room; the imperfection of his forms here, as with his pencil later, will be an index of his imperfect concepts, making due allowance for lack of dexterity. Much drill should be had in this work, and the models made as real as possible.

You are now working in the line of your pupils' sympathies, as I have recently had occasion to observe. I have watched Johnnie and Lutie in their school room, and they seem to take little interest in the regular work there; but after a rain I find these boys as busy as beavers, working with absorbing interest at the roadside, building a dam of boards and sand across the little stream; near the dam stands the mill, a structure composed of four bricks with a roof of sand. The following day, when the stream has subsided, what do I find my boys doing? In the bed of the then raging stream, I find them busily occupied with the sand; I stop, and upon inquiry I find that to-day they are occupied in agricultural pursuits; that rectangular ridge of sand is the farm boundary; near its center are the farm house and barn, from which a road-way leads to the farm limits. To be sure this is boy's play, but here I find the sympathies of two bright boys who find very little interest in their books. Why shall I not make use of what I have learned and reclaim my boys?

Having gained a knowledge of the available land forms, in a manner indicated by the suggestions on the hill, *heat* and its effects may be studied in simple experiments. Which is warmer, the wall near yon stove, or the air between the wall and the stove? Put your hand on the wall, hold it in the air, what do you say? Why is this? If I had a heated plate of iron in the center of the room, where could I warm my hands better, by holding them above or at the side of the plate? In which place would my paper wind-mill run? Why? How high will the hot air go in the room? How high out doors? What stops it from going higher? Where does it go, then?

I have some water in a small test tube with a small, bent glass tube through the cork; I hold the test tube in the flame of a lamp. What do you notice? What happens to the water? Why? What do you see coming from the little tube? Why is this? What makes it? I can see it but a short time; what becomes of it?

Why could you see the vapor from your breath to-day, and not a week ago? What made the little drops gather upon the water pitcher last month? Why did they gather more and faster some days than others? How

does the frost form on your windows? What kind of weather have we to-day? Make a note of it and to-morrow the same. What make clouds? Where does rain come from? What becomes of it? Does it all soak into the ground? How far does it go into the ground? What good does it do there? What becomes of it then? What becomes of that which does not soak into the ground? How do slopes affect the water which falls on the land? Why do you say this? Are the streams by the road-side straight? Why? Make one of them straight for a distance. Does it stay that way? Why? What effect does water have upon the sand and dirt in the stream? Where do you find the larger pebbles in the brook? Why? Where the fine sand and mud? Why?

Which seemed warmer on a hot day, the dust in the road and the boards of the sidewalk, or the air above them? Why? Of what is the ground made? What use is it? What makes the difference in soils? What of this? Of what is a vegetable made? Where does it get its food? How can you think of animals as being made of dirt? In a like vivid manner, the pupil should have the chief products, the leading articles of commerce, and the occupations of his own vicinity together with a means of transportation brought before his mind in review. He should learn the elements of his home government and the character of the people. I am aware that this knowledge is, properly speaking, beyond the realm of geography; but the need of an elementary knowledge of sociology, and the intimate connection of such knowledge, with Physical Geography, is so evident, that it seems better to include it with geography as a preparation for history, than to treat it separately or omit it from our courses.

This indicates, somewhat in detail, the line that I would follow in presenting the sense perceptions and the deductions from them, by which the pupil may be able to imagine the continental forms, together with the agencies which act upon them. After this elementary observation work, if he has been properly taught, he will be able to so extend his experience by the use of his imagination that he may comprehend the remote.

Being now able to see beyond, or through, the sand that he moulds and the map that he draws, the *real* hill and the *real* river, he is ready to proceed to the continent.

At this stage, perhaps, a few lessons with the globe upon the earth's form might come with profit.

I would now have him gain a general knowledge of the contour of South America, one of the simplest continental structures, by making rapid sketches of a putty, clay, or plaster model of the continent, placed before him. In this sketching only the general form is sought; the details of contour may be studied with later map drawing. Very good models may be made from a mixture of two parts putty and one part whiting, with enough Japan to give it consistency. I would now have him study the model as he studied the hills with their slopes, applying here all the principles that were learned there. He should mould this form until he is familiar with it, great care being taken that his thought is not lost in the sand, but that he is lead to see through it into the continent. His knowledge of known distances must be here extended by the imagination. Having become fairly familiar with the contour and relief of South America, I would have him next pass to the study of Africa, North America, Asia, Europe, and Australia in the same manner. I would now have him compare the various continental forms and note that in which they agree and wherein they differ, calling attention to the coast indentations and the proximity of islands to the various continents, both facts having much to do with the growth of civilizations.

I would now lead the pupil to a more definite knowledge of the arrangement of the land masses upon the globe; I would lead him to discover the relation of long and short slopes to small and large oceans, the fact of a land and a water hemisphere, and other facts which relate to the globe taken as a whole.

Having now gained a knowledge of the vertical and horizontal forms, and the positions of the land masses, our pupil is prepared to apply to the globe and to the separate continents that elementary knowledge of the agencies acting upon the land and water masses which he has gained in his primary object lessons.

I would next lead the pupil to a knowledge of the chief facts of the main ocean and atmospheric currents; he will be able to deduce most of these facts from a knowledge of the heating of the earth and its movements, which may be given in this connection. It will now be a pleasure for him to consider the effect of the vertical land masses as great atmospheric condensers, and so determine the rain fall, drainage, climate, and soil of a large portion of the globe. This may be followed by a study of the geographical distribution of the chief mineral, vegetable, and animal products of the globe. To make this work as graphic as possible, muslin, manilla paper, and blackboards, together with colored crayons, water colors, and India ink, should be used in making large outline maps with sections strikingly colored, or otherwise marked by gluing sample products upon the map, to indicate the position of the earth's chief productions. Heed must be taken here that the symbol does not become the thing, but that it truly symbolizes.

He may now people the globe, decide the occupations of the earth's inhabitants, locate the manufacturing sections, inquire into the wants of various regions and where these wants may be supplied.

The home life of the various peoples should be made as real as possible by considering the effect of the climate upon their habits, occupations, and food, leading the pupil to see that demand of the inhabitants of tropical regions for a food largely composed of starch finds itself supplied with much more ease than that of the people of polar and north temperate regions for a highly carbonized food; the former supply coming chiefly from the vegetable world, while the latter is principally the product of the animal world. The homes of the various people should be studied by means of pictures, models of their houses, and the excellent juvenile literature which is constantly increasing in quantity and quality.

Having accomplished the work as outlined, our pupil is ready to locate a few typical cities. New York, New Orleans, Chicago, San Francisco, London, Liverpool, Paris, Calcutta, Rio Janeiro, Havana, Cape Town, Melbourne, and his home, will serve him for

a long time; these, with twice as many more, well selected, are about all that he need burden his mind with. Each of these cities should be studied as the exponent of the region in which it is found; the relation of the city's business to the surrounding country should be noted; its resources, advantages, and intellectual and moral development should each form the basis of diligent inquiry; then let the pupil compare the merits of different cities.

As having a practical bearing upon this point, I will say that I have listened with much interest to a debate of an hour and a half a day for two days, by pupils between twelve and fifteen years of age, upon the relative natural advantages of Chicago and New Orleans, and I was surprised at the penetrating knowledge which these pupils showed, and the clearness of their reasoning.

Every effort should be put forth by the teacher to make each of the cities studied as real as possible. To this day the first impression brought to my mind when I hear the word San Francisco is a black dot on the left hand side of a colored background. This ought not to be so; the name ought to recall much of the city's reality.

Possessing now a knowledge of the earth's chief cities, our pupil will be able to settle for himself their commercial relations by classifying them upon a basis of their leading interests, as, manufacturing, mining, agricultural; fine art and educational, and historical.

That the pupil may form a general idea of the religions of earth, I would have a large outline map of the world upon Mercator's Projection, graphically representing in colors the chief religions of the globe; and I would call his attention to the relation which civilization bears to these religious sections.

Having gained this knowledge of the geography of the globe, the pupil is prepared to enter understandingly upon the more detailed study of such sections as are deemed advisable, beginning with the United States and following it with Europe. In studying political geography, constant reference should be had to the historical causes of all the divisions.

In conclusion I will say that I think a course of geography, as outlined, would

prove an excellent means of thought growth, would fit the pupil for right living, would lead him to a knowledge of a higher power than chance, and would raise him to a realization of the poet's thought when he says:

"To him who in the love of nature holds  
Communion with her visible forms, she speaks  
A various language."

### NEVADA AS A FIELD FOR TEACHERS.

BY F. M. ALEXANDER.

Many persons at the east have roseate-tinted visions of the great, free west. At home the avenues of business and the professions seem overcrowded, and the competition seems so sharp that many imagine the possibilities of their futures would be greatly enhanced by locating in a new country, with its new life and vigor. Hence to "go west and grow up with the country" has become the most fondly cherished ambition of many a young man. The excellent salaries received by many teachers in the western states and territories have aroused the desires of some of that profession to come and claim a share of the reward.

The statement seems to be well authenticated that Nevada pays the highest average wages to her teachers of any state in the union. The weight of this statement will best appear, however, after some examination of the number and kinds of our schools. The State of Nevada, with its 104,000 square miles,—almost large enough to contain the whole of New England and have a corner left for New York,—is divided into fourteen counties. These counties have an aggregate of about two hundred teachers. The examination of applicants for certificates devolves upon a county board of examiners of which the County Superintendent is chairman. The other details of school supervision are similar to those of Illinois, save that the vast size of the counties, and the limited facilities for travel, necessarily render it less efficient. The entire State, save mere garden spots sustained by irrigation, is a desert as absolute as those of the old world. Consequently the towns are small and widely separated, and country settlements are still more sparse. Some of the "ranchers," as farmers are called, are thus deprived of school privileges

by the sheer force of circumstances. What country schools do exist are usually small, rarely exceeding twenty-five, and sometimes not numbering more than two or three. Yet it is these country schools that make the average wages so high. Last May, one of our students from the Reno schools, a young lady who had never taught, took charge of the school in a little settlement shut in by the Peavine Mountains, and ever since has been employed in teaching two quiet little children at a salary of fifty dollars per month. Several of our students are teaching larger schools and receive better wages. We know of no schools that pay less than the salary mentioned, while most pay more, some reaching a hundred per month. A "newcomer" would also be surprised at the fact that these district schools have as long terms as the towns and cities. The usual term is ten months, the latter consisting of four weeks each.

But the wages of teachers in the cities are not materially better, and in some cases not so good, as in towns of the same population in Illinois. There are about five places in the State that employ from twelve to twenty teachers. These are Reno, Virginia, Carson, Eureka, and Austin. These pay their principals from \$1,250 to \$2,000 per annum, and their assistants from \$60 to \$100 per month. Remembering, then, the small number of teachers required to supply the demand, and the greater cost of living, the seemingly excellent wages add but little to the desirability of the State as a field of labor for a progressive teacher. Board costs \$5 to \$10 per week; wood—no coal is used—\$6 to \$8 per cord. Railroad fares are from six to ten cents per mile.

But the most pathetic thing that one sees is the unmistakable evidence of a slow but certain decline stamped upon everything. The State has, perhaps, not more than a third of the population to entitle it to a single representative. The richness of the mines ten years ago gave every kind of business a short, brilliant, exciting career, but that glory has departed, probably never to return again, and its vast gloomy deserts seem all the more uninviting.

Mining interests are, at best, uncertain, and it will be impossible to render any significant

portion of the territory available for agriculture. Neither can manufactures flourish; so that there seems to be no secure basis upon which to build a prosperous future. The people seem to recognize the inevitable, and they pass on through the monotony of existence in a hopeless sort of way that is little fitted to contribute to the progress of society or the excellence of their institutions. How different the inclinations of the people of the west from those of New England! The latter built their cottages on the lee of their bleak, snow-bound rocks, kindled their roaring fires, and, driven in upon their own resources, cultivated their social and intellectual natures, and supplying by art the deficiencies of nature, developed a culture which may well be our pride and delight. But two forces have arrayed themselves against a similar development in many parts of the west. The exciting irregularity of mining life attracted a restless, unstable class, with blunt perceptions, narrow ideas, and often selfish motives—the acquisition of fortune. These lack the deep conscientiousness and steadiness of purpose requisite to rear a permanent and prosperous commonwealth. In the second place, the vast distances and the sparseness of settlements have impeded social intercourse and thought-development, and have left the people more than ever concentrated in self and pelf. Here is little variety of scenery or occupation. Instead of the green fields, trees, flowers, and manifold forms of vegetation, rivers, steamboats, agricultural and manufacturing machinery, with the great diversity of occupations and its attendant fertility of thought, we find, for hundreds of miles, the same gray waste of sage brush, alkaline desert, bare and lonely mountains—the eternal hills, but eternally the same,—sublime, cold, impassive, silent. Like produces like. This eternal sameness of surroundings produces a like condition of thought. Our people do not try—can not try—to mitigate these circumstances. They do not, and can not, travel and come into contact with the world so as to see and feel the best that others have thought, said and done. They are wanting in just conceptions of punctuality and continuity. Business changes rapidly. We are told that scarcely a firm in Reno retains the style it had ten years



ago. Do you ask what all this has to do with the work of the school room? My dear friend, it has a great deal to do with it. If the external world narrow ideas, so much the more labor will be necessary to broaden and elevate them. The thousand of objects arising from your conditions of life and surroundings, and which you employ as powerful aids in illustration and teaching, are wanting to us and give no aid to our instruction. Only those objects are profitable for illustration with which children are familiar. If the people are late at church, children will be late at school. If parents are vacillating in business, their children will be so in their studies.

Our teachers, being so widely separated, are deprived of institute and association privileges save the annual session of the State Association, which is of less magnitude than the average county institute in Illinois. Nevada supports one university at Elko, there being only about fifteen students. There is not the semblance of a Normal school and, we may say, no demand for one.

Our climate is certainly delightful, perfectly free from malaria. We can not, however, regard Nevada as a favorable field for any kind of professional work, for the future gives little promise of further development.

### MODELING IN CLAY.

BY H. M. ANDERSON.

The most convenient form of potter's clay, and the best color adapted for this purpose, is the gray clay in dust. This can be procured of any dealer in art supplies, at a cost of five cents per pound. It is also put up in bricks, but it requires some labor to pound these into dust, and as the average teacher has not an abundance of time, it is economy to purchase the dust. To prepare the dry clay for use place the dust in any vessel, or on a board, and mix it carefully and gradually with water, until it becomes of the consistency of putty prepared for immediate use. If the clay is too wet it will be sticky and should be placed on some porous surface which will absorb the moisture. If the clay is too dry it will not be pliable. Never allow the clay to crack or crumble. Keep it as dense as possible to prevent its becoming "rotten." If there is air

or bubbles in the clay, remove them by cutting the clay into two pieces with a fine wire, and then slap them together sharply, repeating the operation many times until it will cut clean, without a single air bubble. The clay in the wet state can be kept ready for use by keeping it in an earthen crock, with another crock for a cover. A wet cloth should be placed next to the clay, and by sprinkling the cloth the clay will keep nicely. If the clay is allowed to dry out—becoming hard—it can be used again by putting it into a strong cloth and beating it until it become pulverized, and adding water the same as at first. Modeling boards can be purchased for ten cents each; they can be made at a cost of five cents per board. Very little skill in the use of a hand-saw and plane will enable any teacher to make these boards. Plank for this purpose should be one-half inch in thickness, and twelve inches in width. It only remains, then, to saw the plank the required length (which should be about fifteen inches) and dress the edges with a smoothing plane. It is assumed in giving the economical way of obtaining the necessary materials for this work, that many teachers will have to meet the expense by drawing from their munificent salaries. Some prefer, where there is no question of finance, tin pans of the usual size and a half-inch deep, as being cleaner than the boards. The tin pans are said, by those who have used them, to be troublesome to clean and prevent from rusting. The boards are better adapted for the purpose it is thought as there is no raised edge to interfere with the free working of the muscles of the hand and arm, while reasonable oversight on the part of the teacher will insure careful handling of the clay by the pupils. As few implements should be used in shaping the clay as possible, as the work should be fashioned by the fingers; but, when necessary to make use of anything of the kind, it should be in outline the shape of the thumb and made of wood. A common knife is also useful and costs ten cents.

This occupation should never be allowed to degenerate into mere play. Modeling, when practised with a view of baking the clay, is an art in itself, and one which can boast of its great masters—Luca Della Robbia, for

instance. It can be applied to nearly all industries, and apart from its relation to sculpture it is invaluable in primary instruction as furnishing one of the most fertile means of cultivating the perceptive faculties and entrancing the attention of the children. How much more real, and children love real things, are the forms created by their own little hands, and how much more vividly do they recall the facts connected therewith, than when presented ready made and labeled for their inspection. There is no better way of presenting some of Froebel's Gifts than by modeling them in clay, while it furnishes an excellent introduction to drawing.

### TELLING, TEACHING, AND TRAINING.

BY H. C. COX.

With the hope that the above alliterative title may not prove as hurtful to those who read it as was the "Rum, Romanism, and Rebellion" of Dr. Burchard, to the Republican party, I proceed to a brief discussion of the things signified by the words constituting it.

First. Three empirical definitions: (a.) Telling is causing to hear; (b.) Teaching is causing to know; (c.) Training is causing to do.

Second. Three pertinent queries: (a.) How much of our work in school is mere telling? (b.) How much may be represented by the term training? (c.) Which remains with our pupils after their school days?

Third. Three self-evident possibilities: (a.) One may hear and not heed; (b.) One may heed and not understand; (c.) One may hear and understand and not heed.

Of the first of these, mere telling, the less there is of it in school the better. Like sawdust in feed, the smaller the quantity employed the stronger and more vigorous the one receiving it. To a friend I am indebted for this, in substance: Teaching is furnishing occasions for thought under conditions favorable thereunto.

It sometimes occurs that the occasions are furnished when the conditions are not favorable. It also happens that the conditions are favorable when the occasions are not furnished. In neither case is teaching done. A teacher makes a fine presentation of the philosophy of the signs in algebra, but to a class not ready for the discussion; he has not

taught them anything; the conditions were not favorable. A boy, noting how pat the answer is obtained in division of fractions by inverting the divisor and proceeding as in multiplication, inquires why it is. The teacher tells him that folks have noticed that that operation will bring the answer and have adopted it just for convenience. (The writer received the above brilliant answer once himself.) Conditions favorable; occasions not furnished. Many had seen the lightning flash athwart the heavens, and the electric spark leap from the prime conductor to the Leyden jar; but it was only Franklin to whom these phenomena came under conditions sufficiently favorable to lead to a proof of their identity.

There are, then, two questions that every teacher should keep strongly in mind: 1. Am I furnishing all possible occasions for thought among my pupils? 2. Am I doing my part in making and keeping the conditions favorable?

Training is so accustoming the faculties of the being to action that the action becomes habitual. It is more than teaching,—infinitely more than telling. A great lack of belief exists among Christian people concerning the truth of that unqualified statement, "Train up a child in the way he should go, and when he is old he will not depart from it." And the want of belief results from a confusion of terms. The father says, "I *told* him, and *told* him." But telling is not training. "I taught him what was right, and what was wrong." But teaching is not training. Hamlet told Guildenstern how to play the flute. But the young man was as powerless to make music after as before. He lacked the skill that comes alone from training. To teach is easier than to train. Said Portia, "I can easier teach twenty what were good to be done than be one of the twenty to follow mine own teaching." In other words, "I can teach twenty what they ought to do with less labor than I can submit myself to the training that will impel me to do it." "The brain *may* devise laws for the blood, but a hot (untrained) temper leaps o'er a cold decree."

If anything in the above shall furnish to any one an occasion for thought, under conditions favorable thereunto, I shall feel that the space it occupies has not been used in vain.

**EARLY SCHOOL HOUSES IN ILLINOIS.**

BY SAMUEL WILLARD, M. D., LL. D.

(From Report of Superintendent of Public Instruction.)

It will be difficult to make the most of the present generation understand, without the aid of pictures, the structure and furnishings of the early school house. The log houses have disappeared; thousands who read of them have no notion how they were built. We can say only that the school house, like the settler's home, was a log house. Sometimes it was the old smoke-house or the corn-crib, or the separate kitchen, or a stable; rarely was the first school of any community held in a house built specially for the purpose. Often it was an abandoned dwelling, half ruined by time. One such house proved so full of vermin that the pupils and teachers were driven out by the first day's occupation. Sometimes an old fort or block-house was taken, as Fort Russell, in Madison county. The church often opened its doors; as in turn, far oftener the school house received the worshipers. The court house gave accommodation to the schools in DeWitt, in 1834; in Shelby in 1825; and in Perry, in 1833, the sheriff was ordered by the County Court to rent the court house for a school for fifty cents a month. Frequently the first school was gathered in the same single room in which the pioneer's family lived. We read of one case, probably not solitary, in which the mistress of the house was the teacher, and carried on her housework while teaching. Perhaps the house had a cramped loft, to which the urchins might ascend by a ladder; or, if the house was that ambitious structure, a *double* log cabin, one end was given up to the youth.

For the first school house, the settler's met with a yoke or two of oxen, with axes, a saw, and an auger; no other tools were necessary, though a *frow*, or tool for splitting out clapboards, was desirable. The first settlements were never in the open prairies, but always on the skirts of timberland or in the woods; the school house has the same location. Trees were cut from the public lands; rough-trimmed and unhewn, they were put together to make a log house, generally sixteen feet square; a hole was cut on one side for a door; a larger hole on the other side to allow the building of

an outdoor chimney. The roof was made of clapboards, roughly split out, which were held in place by "weight-poles" laid on the ends of the clapboards and secured by pins or otherwise. Three or four days' labor might be enough to do all this and to add the chimney and the furniture; the walls and roof, with a fairly numerous company, would require but the second day. Generally such a house had no atom of iron in its structure; all was of wood and stone. We read of one made of gum logs that sent forth sprouts and twigs after the house was built; of another, which was used without door or window, or "chinking."

The next step was "chinking and daubing." The spaces between the logs were filled out with chips and bits of wood; then clay, or surface mud, was daubed upon this filling, both inside and outside, until all openings were closed, and light and weather excluded. Not unfrequently this work would be done by pupils and teacher. On at least one side the space between two logs would be left open to admit light; and this window would be closed by greased paper to exclude the rain and snow; or a plank or hewed "puncheon" might be hung so as to act as a shutter. Sometimes a few small panes of glass were set in the opening. A school house in Schuyler county, in 1835, had leather flaps for shutters. It is noted as a great rarity that a school house in Edwards county had a real glass window as early as 1824. Sometimes no opening was left; or it proved insufficient, and part of the roof was left movable, so as to be raised on dark days. The door was made of clapboards or slabs split thin, put together with wooden pins; and it was hung on wooden hinges that creaked distressingly. Generally the floor was the natural earth, or perhaps a layer of firmer clay was laid and packed down hard. Sometimes a floor of puncheon (that is, of logs split and hewed somewhat smooth on the inner side) was laid; such a luxury belonged to the more ambitious houses. One old man remembers such a floor in the school house of his early days, set up so far from the ground that the pigs occupied the under space, and, as he humorously says, raised sometimes a racket and sometimes the floor.

A ceiling under the roof was another luxury; if made, more clapboards stretched from joist to joist; or, at least in one case, bark from the linden tree was used, and earth was spread on this to keep out the cold. The chimney was large, six feet or more in width, set outside the house; it was even made so wide as to occupy all of one end of the house. Sometimes there was no chimney; a hole was left in the roof in Greek and Roman fashion, and a board was provided to be set up on the windward side of the opening, and shifted from side to side as the wind might vary. The chimney was built of small poles, and topped out with sticks split to size of an inch or two square, laid up in log-house fashion; then its chinks were filled with mud. Inside, a liberal bank of sod was laid to protect its wood work from the fire; or, with great labor, often times, stone was procured for that purpose. We read of a house which had a ceiling with a chimney starting from the joists, and thus built inside the house; this gave access to three sides of that fire. Stones or logs were used for andirons; a clapboard was the shovel; tongs, there were none. The fire must be kindled by the aid of flint, steel and tinder, or coals must be brought from the nearest house. Firewood was cut four feet or more in length, and was generally green, fresh from the woods.

Such were the early school houses as described in county histories, as still remembered by hundreds of our citizens; perhaps some are still standing in ruinous condition. The writer of these lines remembers such a rough school house as standing in Jacksonville in 1843; the history of Jackson county mentions one standing near Carbondale, in 1867. Rough and uncouth these primitive structures were, but they had one great advantage over our better houses; they were built without jobbery, and by the free will of the people; and if one was burned or injured, it could be quickly replaced. In Perry county a chimney of sticks and sod fell over; the teacher sent word home by her pupils, and next day every man in the district was there to help. The chimney was completed so that school stopped but one day. In 1841, in the same county, a school house was burnt by accident; in three days another was built on the same spot by

the men of the district without the expenditure of one cent of money; and the school began again on the fourth day. Can the enterprise of phoenix-like Chicago do the like of that?

The school furniture was as primitive as the school house. The seats were made of puncheons, with four legs set into auger holes; even round poles so made quadrupedal were used. Often the seats were too high for the little fellows, and they could amuse themselves by swinging their legs vigorously. There were no desks, except for the older pupils who took lessons in writing. For them a puncheon was chosen, broader and smoother than usual. Stout pegs of sufficient length were set into auger holes in the wall, so as to slope downward; on these supports, at convenient height, was fastened the smoothed puncheon. Thus the writing pupils sat with their faces to the wall. An old citizen says of the seats set in front of these slab desks, that "they were like those of a railway car, springy and reversible, only the boy did the springing and reversing." During the writing exercise he sat with his face to the wall, at other times he had his back to the desk.

There were no blackboards, of course; no wall maps; generally, no teacher's table or desk; probably he had a split-bottomed chair, entirely of oak. A pail of water or a "piggin" of water, with a gourd instead of tumbler or mug, was an essential part of the furniture. It was a reward of merit to be allowed to go to the spring or well to fill the bucket or piggin.

#### FRIDAY AFTERNOON.

(From a Circular issued by Geo. C. Mastin, County Superintendent of Carroll County.)

In answer to a letter of inquiry asking for suggestions relative to "Friday Afternoon Exercises," a leading and progressive teacher wrote this: If I were teaching in a country school I should make my Friday afternoons the happiest half-days of the week. With this object and that of instruction in view, success will surely follow. Pupils may be led to do much work, under the impression that they are playing. Among the many things that you may do the following are presented as examples:

1. Have a pronunciation test. Prepare and put on the board at least ten words commonly mispronounced. Do this soon enough to enable the earnest pupils to consult the dictionary.

2. Devote twenty minutes to "spelling down," using words commonly misspelled.

3. Have a chart or map exercise.

4. Read a short sketch, and have pupils reproduce the thought orally or in writing.

5. Give out work, either orally or from blackboard, requiring work in addition, subtraction, multiplication, and division combined. Teach squares of numbers.

6. Let each pupil give a sentiment from a standard author. If possible, induce the pupil to develop the thought in his sentiment. (Language lesson.)

7. Put queer "queries" on the board for investigation. Do this a week in advance. It will stimulate observation. Parents will grow interested.

8. Require pupils to answer rapidly ten questions about current events, dates, places, persons, etc." Number the answers from one to ten, and criticise as in written spelling lesson.

9. Give a practical lesson in civil government.

10. Conduct an exercise in false syntax. This work is very practical. Require pupils to correct sentences without giving the grammatical reasons. In this way you can do much to teach the true use of the verbs, *teach, lie, sit, lay, set*; the true use of the past tense and past participle of irregular verbs; and also to discountenance many vulgarisms. It is better to do this than to teach the list of Presidents of the United States.

11. Require old pupils to write, fold properly, inclose, and address a letter of some kind.

The above are among the things that pupils can and will do. You can not expect to bring about all of these results at once. It is an easy matter to state *what* to do. But it takes time and patience to learn *how* to do these things. When the very young pupils grow weary, let those of them who prefer it go home. You need not hope to secure the willing co-operation of all your pupils. If half of them try at first, you may feel encouraged. Giving sentiments is a pleasant exercise. Every teacher should own an Emerson or a Longfellow calendar, and place it in his

school room. If you know of anything in addition to the above that adds interest to above suggestions, please let the teaching fraternity hear from you. If the plan of having "Friday Afternoon" exercises impresses you favorably, don't fail to attempt it, no matter how small your school, nor how unruly, nor how limited your supply of books and appliances, nor how brief your experience. But of one fact you may be assured: Unless you are willing to do much extra work out of regular school hours, you can hardly hope to win.

### "E PLURIBUS UNUM."

"Did you know that the words *E Pluribus Unum*, which have appeared on different United States coins, and are on the standard silver dollar, were never authorized to be so placed by law?

"No. When were they first used?"

"In 1786. There was no United States mint then, but there was a private one at Newburgh, and the motto of the United States was first placed on a copper coin struck at that mint. A very few collections have specimens of this coin. They are very valuable. In 1789 a goldsmith named Brasher coined a piece which was known as the sixteen-dollar gold piece, and the motto, placed in this form, 'Unum E Pluribus,' was stamped upon it. The coin is worth to-day \$2,000, and only four are known to be in existence. In 1787 the motto also appeared on various copper coins of the State of New Jersey.

"A great many of our early coins, before there was any legal authority for national coinage here, were made in England. The State of Kentucky had some peculiar copper coins which were minted in England in 1791, and bore the national motto. The United States mint was established in 1792, but the use of the motto on any of the gold, silver, or copper coins, was not authorized or directed by any of the provisions of the act establishing it. The motto had not appeared on any of our coins since 1837, until the standard silver dollar was coined. It remained on our early gold and silver coins until 1834, when it was omitted from the gold coins. In 1836 it was dropped from the 25-cent piece, and the following year from all silver coins."

# ILLINOIS SCHOOL JOURNAL

A MONTHLY EDUCATIONAL MAGAZINE.

PRICE, IN ADVANCE,.....\$1.50 A YEAR.  
IN CLUBS OF FIVE.....\$1.25 "

JOHN W. COOK AND R. R. REEDER,  
EDITORS AND PROPRIETORS.

NORMAL, ILL., FEBRUARY, 1885.

Entered as second-class matter in the postoffice in Normal,  
ILL., for transmission through the mails.

The annual meeting of the Department of Superintendence of the National Educational Association will be held at the Tulane University Buildings, New Orleans, February 24-26.

Among the speakers are A. J. Rickoff, Thomas W. Bicknell, O. V. Tousley, E. E. White, John Hancock, Commissioner Eaton, Dr. Mayo, N. C. Dougherty, and F. Louis Soldan. President Leroy D. Brown, Columbus, O., will furnish information to any desiring it.

Our readers are more or less familiar with Johnson's New Universal Cyclopedia, an advertisement of which can be found in our columns.

It is not our policy to call especial attention to publications, in the editorial pages, but the superiority of this admirable work is so generally conceded that we urge our readers to examine the work if within reach, and, if not, to correspond with the publishers. The price is about one-third that of the many-volume cyclopedias. Agents are wanted.

Those of our readers who are familiar with the early history of education in Illinois, cannot be ignorant of the name of Hon. Wm. H. Wells, of Chicago. For several years he was a conspicuous figure in New England. Coming to Illinois in comparatively early times, he soon took a high rank as a leading spirit in all educational matters. He was a member of the first Board of Education of the State Normal School, and was for several years Superintendent of the city schools of Chicago. His death, which occurred in that city on the 21st ult., removes another of those

pioneers who, like the lamented S. H. White, of Peoria, left their impression on the school system of the State.

We hope to present to our readers, in our next number, a sketch of his life and his work.

The great Exposition in New Orleans is fairly under way. That the results thus far are disappointing to the average northerner, cannot be denied. The management may have done all that was possible under the circumstances, but up to January first the incompleteness of the exhibit was its most striking feature. There is, however, very much to interest and instruct, and if the number of chronic grumblers who have found their way to the Crescent City sooner than they should has not been so great as to discourage those intending to go later, the attendance will be sufficient to insure a successful issue.

By February or March the Exposition will have reached such a degree of completeness as to make a visit to it an event that the teachers of the country cannot afford to miss. The Educational exhibit promises to surpass anything of the kind ever before attempted. It is already creditable. Several states have done nobly. Not so much can be said of Illinois. Supt. Powell, of Aurora, has a most admirable showing of the drawing work of his schools, but his display is about the sum total of the Illinois Educational Exhibit. The general display of the State is in a forlorn condition. The great need is money. Senator Funk, of McLean, responded to the call of a meeting of Illinoisans in New Orleans by promptly introducing a bill appropriating \$5,000 to put the exhibit upon its feet. It is hoped that this bill will receive the cordial support of the Legislature at the earliest possible moment. There should be some indication of the wealth of resources of which we, of this great commonwealth, are so proud. A registry book on the top of an empty packing box isn't enough to suggest, even to intelligent strangers, the power and dignity of Illinois.

The fourteenth annual meeting of the Illinois State Teachers' Association was held in Representative Hall, at Springfield, Dec. 29, 30, and 31. A glance at the rotunda of the

Leland, on the evening of the first meeting was sufficient to convince any one that the Association would come far short of its usual attendance. The warmth of the fraternity, however, was as much felt in the hearty hand-shaking and general social parlance as at former meetings.

About five hundred persons convened at the opening session on Monday evening and listened to the address of welcome delivered by State Supt. Raab. An appropriate response was made by the President of the Association, M. Andrews, of Galesburg.

Tuesday morning Mr. Orville T. Bright, of Chicago, read an interesting paper on "Language." Teaching technical grammar cannot produce correct speaking; no one ever learned to use correct language by merely studying text-books on grammar. A child learns to use correct English by conversation, letter-writing, and composition. The discussion of the paper was to have been opened by Miss Emma J. Todd, of Aurora, in whose absence a paper from her was read by Miss Waterhouse, of Aurora. Great stress was put on teaching them to think before allowing them to talk. Prof. Metcalf, of Normal, followed with illustrations of bad language and a plea for a better understanding and use of language on the part of teachers.

An able paper on "The Neglected Art of Oral Expression" was read by Prof. J. H. Brownlee, of the Southern Illinois Normal.

In the afternoon, Dr. Samuel Willard's paper, on "The Art of Teaching History," was read by Mrs. Dr. Willard. Emphasis was given to the teaching of descriptive and explanatory history as contrasted with the usual dry work of learning the chronology of events. A lively discussion of the paper was opened by Silas Y. Gillan, of Danville, followed by Father Roots, Woods, of Dakota, and Bright, of Chicago.

In the evening Pres. Robert Allyn, of the Southern Illinois Normal, in his usual pleasant manner, made a number of excellent points on county supervision.

A. Harvey, of Paris, responded to the query, "How can ungraded schools be managed so as to secure the best results?"

Wednesday morning, Prof. W. L. Tomlins, of Chicago, gave a talk on "Music in the

Public Schools," which was heartily received and highly appreciated by the Association. Prof. Tomlins has had wide experience as a musical educator, is a master of the art, and was most practical in his presentation of the subject.

A paper on "The Relation of Morality to the Public Schools," was read by George E. Knepper, of Peoria.

In the afternoon: A paper, "Literature in the Schools," by Miss Hattie J. McIntosh, of Englewood. This was a scholarly effort, with enough of the illustrative and concrete in it to make it practical and interesting. Dr. W. F. Swahlen, President of McKendree College, read a paper on "The Relation of the College and University to the High School." The most humorous exercise on the programme was the closing paper, "The Schoolmaster at Home and Abroad," by Dr. E. E. Edwards, of Olney.

Officers elected for the ensuing year are: President, J. H. Brownlee, of Carbondale; Secretary, Miss Lenore Franklin, of Belvidere; Treasurer, P. R. Walker, of Rockford.

The County Superintendents' meeting was called to order at 2 o'clock p. m. Monday, by State Supt. Raab. "Shall County Superintendents Encourage School Exhibits at County Fairs?" was discussed and answered affirmatively in a paper by Charles J. Kinnie, of Winnebago Co.

The plan of having a Model Country School in connection with the County Institutes was also discussed.

Tuesday morning a paper on the "Introduction of a Course of Study into Country Schools," was read by W. L. Steele, of Knox County.

In the afternoon a paper from John Jimison, of Adams Co., was read by H. M. Anderson, on the subject "What Should an Outline of Study for Country Schools Comprise?"

Wednesday morning, after an informal discussion on "Testing the Professional Skill of Applicants," Supt. Trainer, of Macon Co., gave a talk on "Elementary Work and Ground Principles."

The report of the committee on resolutions as follows was adopted:

*Resolved*, That an actual exhibit of school work is both instructive and suggestive, and that the county superintendents encourage the holding of annual school exhibits.

*Resolved*, That a committee of three be appointed by the chair to co-operate with the State Superintendent, in arranging for a comparative examination of all the country schools of the State, and the schools of villages, where there are not more than five teachers employed; said committee shall prepare the questions for the examinations, and complete the necessary arrangements for an exhibit of at least a portion of the work.

*Resolved*, That we heartily indorse the bill drafted by the committee on legislation, of which Hon. Henry Raab is chairman, and that we will use our best efforts to have it become a law.

*Resolved*, That in addition to rebuilding the Southern Normal, there be a state normal school erected for Northern Illinois.

*Resolved*, That the Association of County Superintendents recognizes the special interest manifested by our worthy and efficient State Superintendent of Public Instruction in the improvement of our schools throughout the State, and hereby tenders him its hearty support in carrying out his plans of systematic work.

✓ The Reading Circle project, proposed in the January number of *THE JOURNAL*, took tangible shape at the Springfield meeting. The following Board of Directors was appointed: E. A. Gastman, Supt. City Schools, Decatur; Prof. John Hull, of the Southern Normal; G. R. Shawhan, County Supt. of Champaign Co.; Miss S. E. Raymond, Supt. City Schools, Bloomington; Mrs. Mary Emery, Co. Supt. of Peoria Co., and John W. Cook, of the State Normal. The Board organized by the election of Mr. Gastman as president and Mr. Shawhan as secretary.

On lots being drawn for term of service, Shawhan and Hull were designated to serve one year, Gastman and Cook for two, and the two ladies for three.

✓ The Board reported a plan of organization similar to the Indiana Rules, given in our January number, and requested an appropriation of a hundred dollars to defray expenses of printing and postage.

The report was unanimously adopted.

On January 20, the Board met at the office of the City Supt., in Bloomington, for the more complete organization of the Circle. Some changes were made in the rules.

The general direction of the work in each county will be assigned to a committee of five. One of these shall be the County Supt.,

and the remaining members will be selected by the Board.

The Central office will be at Decatur.

It was decided to adopt an Elementary and an Advanced Course for the present. Each shall consist of a professional and a general culture study.

Professional study in the Elementary Course for the first year was outlined as follows:

1. A study of the child's powers, physical and mental, and of the methods of their proper development.
2. A study of class and school organization and management.
3. A study of the characteristics of the good teacher, and of the teacher's duties as defined by the school law of the State.
4. The duties of school officers as defined by the Illinois school law.

Suitable outlines of these subjects will be prepared and distributed as soon as possible. They will also appear in *THE JOURNAL*.

The General Culture study for the first year, in both courses, will be Ancient History.

The text-book selected for the professional work of the first year in the Elementary Course is Hewett's Pedagogy. The text for the advanced course is not yet designated.

The text for the General Course is Barnes' General History, through the Ancient Peoples. This book will be sent postpaid for \$1.60 by addressing A. S. Barnes & Co., Chicago.

Hewett's Pedagogy will be sent postpaid for \$1.00 by addressing Van Antwerp, Bragg & Co., Cincinnati.

As soon as possible the professional work for the advanced course will be designated, and the text selected.

Circulars will be prepared and distributed at the earliest possible date, so that local circles may be formed and the work of organization be pushed along.

In the selection of text-books it is not intended that the work shall be restricted to them. It is necessary to have some unity of plan, hence the line indicated by these texts will be followed. On page 8 of the General History is an admirable outline. The work of the text may be widened at liberty on the topics there indicated.

Now, fellow teachers, the work is started. As soon as circulars of instruction can be pre-



pared and managers selected, begin the work of local organization.

The Circle needs the assistance of the strongest teachers in the State. The method of conducting the work in each particular circle will be determined by the wishes of that circle. Above all things it should mean study. If there is to be nothing but listless skimming, little good will result. If, however, there is to be such a hearty and enthusiastic handling of the topics as you would expect from your own pupils, the good resulting will be difficult to measure.

Local Institutes are held at regular intervals in many counties. Utilize them for awakening an interest. Devote some part of each session to Circle work. Select the best teacher in your locality to conduct the exercise and have a rousing time of it.

If signs mean anything the teachers of Illinois are anxious to improve. An intimate acquaintance with her schools for twenty years has given an opportunity of knowing something of their character and of the spirit of their teachers. It is our conviction that in that period there has never been so sincere a desire for better things as now. This condition of things is due to many causes. The faithful work of County Superintendents in supervision and Institute work, the hearty assistance of school principals and city and county teachers, and the fiery enthusiasm of educational reformers, have combined to produce results for which all who wish for better things for the State have ardently hoped. Let us all "fall in" and give the Reading Circle our enthusiastic support.

At the Springfield meeting the teachers of Central Illinois held a meeting and decided to organize a new association to be known as the Central Illinois Teachers' Association. Tear, of Delavan, Knepper, of Peoria, and Hubbard, of Pontiac, were appointed as a committee on organization. The first meeting will be held at Bloomington, March 13 and 14. A programme will be arranged for this meeting, and a permanent organization effected. Mr. Tear informs us that Dr. Edwards and Col. Parker have promised to be present, and will deliver addresses.

### QUERIES.

1. Is it necessary to have the names of the nominees for president and vice-president on the voting tickets?
2. If not, why not?
3. Do territories have governors?
4. *a* What kind of government were the colonies under during the revolutionary war?  
*b* From the close of the war till Washington's inauguration?
5. Why called revolutionary war?
6. Mints of the United States are where situated?
7. *a* From what has coal been formed?  
*b* Rock?
8. What State or States furnish the most of the following articles used in the United States: Kerosene, salt, lumber?
9. Give the principal exports to and imports from the following countries: Mexico, Central America, South America, France, Spain, England, Germany?
10. *a* What city is called the "City of Homes"?  
*b* The "City of Smoke"?
11. What city is noted for its glass works?
12. Why is Pennsylvania called the "Keystone State"?
13. Why is graduating day called Commencement day?
14. Why are "Indian corn" and "Irish Potatoes" so called?
15. *a* Who invented the breaking plow?  
*b* Cultivator?  
*c* Telephone?
16. Explain "Hallow E'en."
17. What gives the sky its blue tint?
18. Please analyze the following sentence: That that that gentleman parsed was not the that that that lady parsed.

### BOOK TABLE.

BOOK OF CATS AND DOGS AND OTHER FRIENDS, FOR LITTLE FOLKS. By James Johonnat. D. Appleton & Co.: Chicago and New York.

The purpose of this little book of 96 pp. may be inferred from the following quotation from the Introduction: "By insensible degrees, play may be made to merge in study, and fun take on the form of fact."

Here are some of the titles of lessons: What the Cat does; What the Cat wears; How the Cat moves; How the Cat eats; How the Cat sees.

Alternating with these lessons are stories, illustrating the intelligence and other qualities of these household pets.

The engravings are numerous and excellent.

The dog, the horse, the donkey and the cow are similarly treated.

A NEW GRADED SPELLING-BOOK. By Joseph A. Graves, Ph. D. American School Book Co.: St. Louis.

The old-fashioned spelling-book contained lists of words. These words were studied with one purpose—to learn how to spell them. No time was devoted to an examination of their meaning or use. They were usually spelled orally, and were learned as a list of mean-

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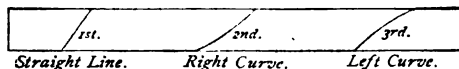
**GEO. SHERWOOD & CO.,****307 AND 309 WABASH AVE.**

Attention is called to the following of our Publications. Send for circulars.

**ANALYTICAL COPY BOOKS**

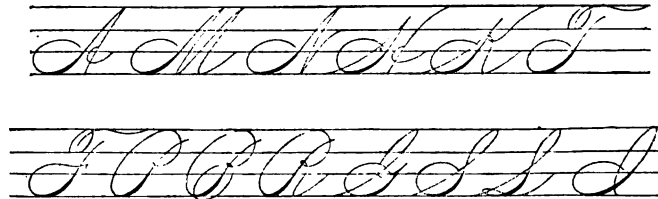
The NEATEST, BEST, and CHEAPEST series yet published. Prized for their simplicity and beauty of mechanical execution. UNANIMOUSLY ADOPTED FOUR YEARS IN SUCCESSION, by the Chicago Board of Education. Used, and giving great satisfaction, in many thousand schools.

The copies in books 1 and 2 of this series, except the 1st line upon each page, are intended to be traced with *pen* and *ink*, or with pencil by the pupils.

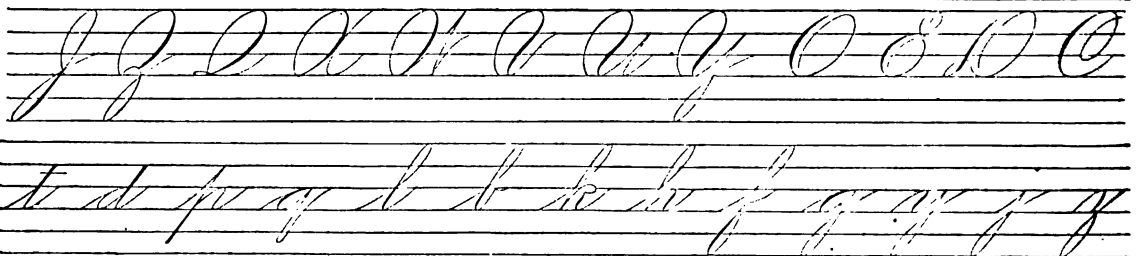
**The Three Principles of Letters.**

The teacher should place the copy upon the *Blackboard*, and explain the same *thoroughly* before the exercise in *writing*. Practice upon loose paper before using the book.

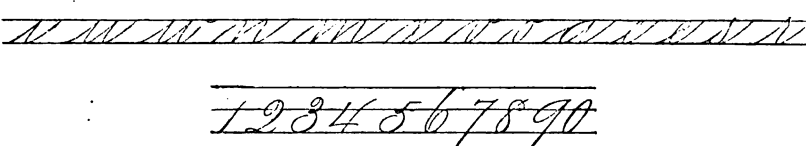
**Capital Letters** should be made three spaces in height. The small *u* is taken as a standard of measurement. The *Capital Stem* as it occurs in the above letters, should be shaded *below the center*. The oval should be about  $1\frac{1}{2}$  spaces in height.



The small *i, d, k, k* and *f* extend three spaces above the base line and cross at  $\frac{1}{3}$  their length. The small *f, j, g, y* and *z* extend two spaces below the base line. *Loop Letters* are  $\frac{1}{2}$  space in width.



The thirteen **Small Letters** are each one space in height, except *r* and *s*, which are  $1\frac{1}{4}$  spaces.



The *t, d* and *p* extend two spaces above the base line. The *p* and *q*  $1\frac{1}{2}$  spaces below the base line.

The small *u* is taken as the standard of measurement in regard to *height* and *width* of *Capitals* and *Small Letters*. A space in *height* is the height of the small *u*. A space in *width* is the distance between the two downward strokes in the small *u*. All letters are formed upon a *slant* of 50 to 52 degrees from the horizontal to the right of the vertical. *Connecting Slant* varies from 29 $\frac{1}{2}$  to 33 degrees. The usual distance between small letters is  $1\frac{1}{4}$  spaces, except in the *d, g, q* and *a*, where it is  $2\frac{1}{4}$  spaces. The dot of the small *i* and *j* should be one space above each letter. Cross the small *i* at  $\frac{3}{4}$  its height.

**Model Chromo Readers,** by J. Russell Webb.**Student's Readers,** by Richard Edwards, LL. D., assisted by Henry L. Boltwood.**Student's Readers in Parts,** for Supplementary Reading.**Reade's Business Reader,** or, Manhood in Business.**English Syntax and Analysis,** Simplified. Designed for use in Common Schools, High Schools, and Normal Schools, by Mrs.**M. D. L. Haynie, Prof. of Modern Languages,** Illinois State Normal University.**School Songs,** by C. E. R. Mueller, A. M., and O. Blackman.**Taylor's History,** by Edward Taylor, A. M.**Model Arithmetics,** by Kirk and Belfield.**Civil Government,** We have just issued a Civil Government of Illinois and of the United States, by Edwin C. Crawford, A. M., Chicago, Ill.**GEO. SHERWOOD & CO.,**

WILLARD WOODARD.

307 and 309 Wabash Avenue, CHICAGO, ILL.

ingless names of strange objects might be learned.

Dr. Graves evidently thinks that an exercise in spelling words which a child cannot use, but can only consider as uninteresting oddities, is of little value. One has no need to know how to spell a word until he wishes to write it. The need then is an urgent one. In our modern system of teaching, consequently, writing keeps pace with reading.

"A word has not been thoroughly learned by the pupil until he has mastered it in its four relations, viz.: its sound to the ear, its form to the eye, its meaning to the mind, and its use in connection with other words."—*Author's Preface.*

In the first lessons the words are presented in print and script. Each lesson is followed by a sentence lesson in which the same words are employed. Throughout the book there is a constant effort to have the pupils recognize the meaning and use of words, hence connected discourse is constantly employed as lessons.

It is an excellent spelling-book, and if our readers use such an implement in their work they will do well to communicate with the publishers.

A GRAMMAR OF THE LATIN LANGUAGE FOR THE USE OF SCHOOLS AND COLLEGES, WITH EXERCISES AND VOCABULARIES. By Wm. Bingham, A. M. revised and in great part rewritten by W. Gordon McCabe, A. M., Head Master of the University School, Petersburg, Va. Philadelphia: E. H. Butler & Co.

The primary object in the book before us has been to produce a manual for drill—and we look in vain for any of the philological discussions which we find so freely given in Harkness and in Allen and Greenough. Those who look for a Grammar pure and simple will be disappointed, but for the purpose for which it is intended, it will be found to possess many excellencies—such as an attractive page, the absence of useless matter in foot notes, and the marking of both long and short vowels. No tendency is evident towards inductive methods of study in Latin—a tendency which we believe will manifest itself more strongly at no distant day, and which has been so admirably begun by Tetlow, in his Latin Lessons. The conservative method is strictly followed, yet we recognize that much of the rubbish which troubled our school boy Latin has been omitted and a neat and convenient manual presented. The plan of one book instead of two in elementary Latin has arguments in its favor—indeed, the number of forms necessary to introduce one to the common Latin authors is surprisingly small. Professor McCabe discards all pronunciation save the Phonetic, and in his appendices places Greek nouns, personal endings, and some peculiarities of tense formation, along with a condensed statement of Proody and Versification.

### THE MAGAZINES.

THE CENTURY Magazine starts out with 180,000 copies as the first edition of the February number.

The contributions of especial interest are The Shiloh Articles. The first is by Gen. Grant, the second by the son of Gen. Albert Sidney Johnston, and the third by Thomas Jordan, one of Gen. Beauregard's staff officers.

In addition to this attractive group, The Knights of the Black Forest concludes. The Rise of Silas Lapham

continues, and Henry James gives the opening chapters of The Bostonians.

The success of this magazine is unprecedented in the history of American journalism.

The February ATLANTIC is full of good things. Four serials are now occupying its pages, and they are all "Atlanticish"—a term that implies a flavor that is peculiarly pleasing. Dr. Holmes' New Portfolio is not yet opened, but he is writing on the cover. The reader is in no haste to have it opened, as he is never inclined to hurry the genial doctor. It is enough to have him talk.

Other articles are: The Quest for the Grail of Ancient Art, by Wm. Shields Liscomb; Vernon Lee, by Harriet Waters Preston; A Critique of Julian Hawthorne's Nathaniel Hawthorne and his Wife, in which Mr. Julian is handled without gloves; Mr. Parkman's Montcalm and Wolfe; The Contributors' Club; and a Sheaf of Sonnets, by Helen Gray Cone.

### Articles in THE POPULAR SCIENCE MONTHLY:

1. The Sight and Hearing of Railway Employes, by William Thompson, M. D. 2. Calculating Machines, by M. Edouard Lucas. 3. The Larger Import of Scientific Education, by J. W. Powell. 4. Evolution and the Destiny of Man. 5. Physical Training of Girls, by Lucy M. Hall, M. D. 6. Sulphur and its Extraction, by C. G. Warnford Lock. 7. The Chemistry of Cookery, by W. Mattieu Williams. 8. Why Birds Sing.

THE ST. NICHOLAS.—The February ST. NICHOLAS has not reached us as we go to press, but the January is a type of what its publishers are doing. Among the stories are Davy and the Goblin; The Hare and the Tortoise, by Miss Alcott; "O Uncle Philip!" His one Fault, by J. T. Trowbridge; Mikkel, by Hjalmar Boye-son, and several others.

There are stories of Art and Artists; Sketches of Historic Girls; Among the Law-Makers, by a former page in the U. S. Senate; Some Wonderful Elephants; humorous poems; superior illustrations; Jack-in-the-Pulpit, etc., etc.

As we have said so frequently in these columns, it should be in every family where there are children who are prepared for it.

### ILLINOIS NORMAL.

Prof. Cook lectured to the teachers of Cass county at Beardstown, Jan. 23.

The grammar room is provided with a reading table, on which may be found two daily papers.

Miss Hartman mourns the loss of her father, who died very suddenly in Galesburg, during the holiday vacation.

The normal room is unusually crowded this term. A double row of chairs has been placed in the middle aisle.

The high school will sing this term. Prof. Barton has ordered one hundred Franklin Square Song Books. Adna Smith will wield the baton.

Dr. Hewett delivered a lecture to the teachers of Ogle county at Oregon, Jan. 10. He is on the program of the teachers' institute to be held in Lockport, Feb. 3.



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The societies have begun work with new vigor, the Philadelphians jubilant over their recent victory, the Wrightonians undisturbed by their defeat. T. E. Will will swing the gavel for the Philadelphians this term. Miss Emma Werley is president of the Wrightonian society.

Many students of the university, in an earlier day, will be grieved to learn of the death of Marietta E. (Hays) Smith, wife of Rev. H. A. Smith, at the Baptist parsonage in Clinton, Wis., Jan. 1, 1885. Mr. and Mrs. Smith were both students of the university, Mr. Smith graduating with one of the earlier classes.

Christmas day was the 25th anniversary of the marriage of Prof. and Mrs. McCormick. While sitting by the winter fire retrospecting on the ups and downs of the quarter of a century just completed, their quiet was unceremoniously broken by the inpouring of a company of devoted friends, who, it is needless to say, remembered them in a very substantial way. The gifts of china and silver were elegant and costly.

The monotony of the regular society sociable was broken this term by the introduction of a new feature. Some dissatisfaction having arisen from the indiscriminate introduction system heretofore in vogue, the old-time "grind" was done away with and a number of interesting games were substituted therefor. From the testimony of those best qualified to judge, we feel safe in saying that the new form is an improvement on the old.

#### SOUTHERN ILLINOIS NORMAL NOTES.

Dr. Allyn lectured to an appreciative audience at Chester, on Friday night, December 12.

Prof. Stotlar, principal of the Carbondale public schools, spent a portion of one day here the latter part of the term.

As usual the "roll of honor" was read at the close of school on the last day of the term. There were thirty-one whose records showed a perfect attendance during the entire term.

The majority of the faculty attended the State Teachers' Association, while a few of them visited the New Orleans Exposition during the holidays. It was their only opportunity, since there is no vacation between the spring and winter terms.

To give variety to the exercises of "general exercise hour," Prof. Parkinson recently occupied the hour in giving a brief explanation of the Toepler-Holtz Electrical Machine, after which the entire school joined hands, about 300, and all "took a shock." It was rare fun to some; to others rare, but not fun.

The schools of Carbondale are in an excellent condition, and doing good work. It is difficult to keep up the grad- as to advancement, because of the feeling that it is popular to go to the normal as soon as they can enter. But notwithstanding these and other difficulties Prof. Stotlar is making the schools a decided success.

The thirty-first term closed on December 18, a terrific cold day, one that tested the capacity of the stoves for heat-giving properties. But with care and vigilance the several rooms were kept quite comfortable. On account of the intense cold but few visitors were in attendance, the majority of whom were ladies. The training department seemed to possess the most attraction, and the visitors spoke highly of the exercises.

The school was much interested during a "general exercise hour" not long since, by Dr. Allyn reading the reports from old students who are now teaching. These reports are always appreciated by the students and faculty, as they generally contain some reference to any special work undertaken, and the success or failure attending it. The students of former terms are, as a rule, very faithful in making these reports, which are indeed valuable to all concerned.

The Board of Trustees held their regular term meeting on Dec 9. Dr. James Roberts, Sec'y, T. S. Ridgway, Prest., and Hon. Robt. D. Adams were present, Dr. H. C. Fairbrother being absent on a wedding tour through the east. The most important business before them was making estimates with reference to the rebuilding of the normal. It was thought necessary that an appropriation of from \$150,000 to \$200,000 would be needed to erect as good a structure as the former one. It is generally understood that all the members of the legislature from the southern end of the State will favor the appropriation. Hon. Mr. Linegar, of Cairo, will probably introduce the bill in the house, and Hon. Geo. W. Hill, of Murphysboro, will look after its interest in the senate.

#### STATE NEWS.

Miss Sarah Brooks, of DeKalb, a singularly successful teacher, has resigned to accept a position in the Minneapolis schools.

The Moline schools will hold their second annual Industrial Exhibit on March 28. The prizes amount to more than \$150. The premiums are offered for models of machines, implements, etc.; for articles of furniture, clothing, food, needle-work, scroll-sawing; for drawing, carpentry, painting, and numerous other devices.

#### CHARLES E. BOLTWOOD.

Charles E. Boltwood, only son of Mr. and Mrs. Henry L. Boltwood, died of malignant diphtheria, at Peoria, Ill., December 23d, 1884, in the 29th year of his age.

He was born at Pembroke, N. H., April 28, 1856. He fitted for college under his father's instruction, at the high school in Princeton, Ill., and graduated at Amherst College in 1881. After teaching a few months, he went into business, and was for about two years before his death, book-keeper for Shelley & Pfeiffer, of Peoria.

He was attacked with diphtheria on Friday, but kept at work on Saturday. He was considered seriously but not dangerously ill. His friends attended him at his room. On Monday the false membrane was removed from his throat and he felt so much relieved that he tried to write a letter, and expected to resume work on Wednesday. On Tuesday morning blood poisoning did its work rapidly. His room-mate found him unconscious, and he never was aroused from his stupor. His friends were telegraphed for. Mr. Boltwood was en route for New Orleans, and though numerous telegrams were sent to all points where it was supposed he could be reached, he did not receive one of them. He heard the sad news about noon on Friday, after reaching the Exposition grounds, from a former pupil who had seen a dispatch. Mrs. Boltwood hastened to Peoria, but was too late to see her boy alive. The kindest of sympathizing friends did everything for her that could be done to comfort a bereaved mother in such circumstances. The Bicycle Club, of which Charles was a prominent member, escorted his remains to the train. Two gentlemen accompanied her to Chicago. The body was deposited in the vault at Rose Hill. Mr. Boltwood reached home Sunday evening, knowing nothing but the fact of death until arriving at Chicago. On Monday afternoon a funeral service was held at Mr. Boltwood's residence, 124 Benson avenue, conducted by Rev. A. J. Scott. It was attended only by a little circle of neighbors and by two Ottawa friends. The burial took place at Rose Hill on Wednesday.

The deceased was of a quiet, self-restrained temperament, refined in all his tastes and associations. From early childhood everything coarse and unclean was repulsive to him. He never was under the influence of any evil habit. He was not forward in seeking acquaintances or friends, but he left a host of those who cherished his memory. His employers trusted him fully and he served them faithfully. Their interests were his in everything. In social circles he was a general favorite; genial, appreciative, always looking on the bright side, and thoughtful of the happiness of others.—*Exchange.*

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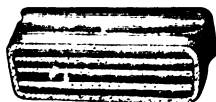
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## MASON COUNTY.

School news is scarce in this section, as every one seems to be busy.

W. King is pushing the youth of Forest City up the ladder of learning with the energy of a Mann.

R. V. Pearce, a former birch-wielder in Little Mason, but late of Quincy, is visiting the scenes of his earlier labors.

Miss Emma Kepford resigned her position as teacher in the Diffenbacher district. George Hopping now has charge of the school.

Many of our schools were in session during the holidays, except where the Boards of Directors were liberal enough to allow the time.

Would it not be a good idea for the county papers to publish the school news from THE JOURNAL for their respective counties each month?

The Manito schools began on the 5th inst., after a vacation of one and a half weeks. The attendance is above the average, and everything is progressing finely.

We hope the Manual and Guide will be used in this county next year. A little extra effort on the part of the wide-awake teachers, with the aid of the superintendent, will place our county on an equal plane with the foremost in the State.

John Flemming, Topeka's sage, spent his holiday vacation in Normal. He has an interesting school, and gives good satisfaction. He treated his pupils to a sleigh ride the 20th inst., by making a flying visit to three or four of the neighboring schools.

## MONTGOMERY COUNTY.

The teachers' institute at Irving is prospering.

Literary societies and spelling schools are not uncommon in Montgomery.

G. F. Miner, of Nokomis, J. M. Bowlby and G. E. Ayres, of Litchfield, attended the State Association.

The literary society held in Bois D'Arc township is a very successful one. The meetings are held every week.

The school at Coffeen has been divided and now has two teachers, Mr. John Boorer and Miss Mattie Rickard.

County Superintendent Jesse C. Barrett says the schools of the county have never gone along so smoothly as at present.

The next county association meeting will be held in Nokomis February 14. This meeting promises to be one of the best held in the county.

## ST. CLAIR COUNTY.

The Belleville teachers have been asking the Board of Education to furnish a master to teach them drawing.

The teachers are required by the rules of the Board to have a teachers' meeting once a month, absence from which is punished by loss of a day's pay. They petition to have the rules amended to read, once a quarter.

We have four papers in Belleville, each of which publishes an educational column. This week they are full to overflowing with the papers read at the recent meeting. Generally, however, they are filled with clippings from other papers and books. Most local teachers seem to have nothing to say.

Our County Superintendent is doing a good work. We think Emil Dapprich is the peer of any educator in the State. He is learned and versatile, enthusiastic and hopeful, conservative and progressive—is "all things to all men that he may thereby save some." Like all the other county superintendents, his hands are tied or he could and would do more. We hope the new legislature will see the wisdom of removing these shackles.

The County Teachers' Association held its regular bi-monthly meeting at the Washington school, Belleville, Saturday, December 13, 1884. The following was the programme:

"Class Exercise in Reading," by A. H. Young. This was followed by a very lively discussion, principally on the use and misuse of the dictionary in the school-room.

"Literary Societies: shall we encourage their organization in district schools?" by Messrs. F. L. Blatz, W. W. Conley, and W. Thompson. The preponderance of the testimony was in favor of very decided encouragement.

"Recess or no Recess," by Miss A. M. Rhodes, Messrs. H. J. Klein, and Madison Pierce. Mr. Pierce took quite strong ground against the abolition of recess, quoting largely from the JOURNAL to sustain his position. There is little to urge against recess but the fear of an ugly shadow.

The Value of Reviews in School Work. How much? How Often? Discussed by Miss Ida Capen and Mr. H. W. Brua. Miss Capen read an admirable paper, the gem of the occasion, and read it grandly. As a rule we are free with criticism, but in this case we could only wonder and admire.

"Manual Training," by D. S. Elliott. Mr. Elliott read a fine essay on this topic, which was followed by remarks by Mr. McQuilken and others having boys at the St. Louis Manual Training school. The remarks all tended to show the high place that such schools must occupy in the future. We are promised more about those schools at our next meeting, which is to be at East St. Louis the second Saturday in February.

Recitation—"Marco Bozzaris," M. A. Sullivan. Mr. Sullivan—late member of the Legislature from this county, and principal of one of the East St. Louis schools—pleaded a lack of temporary vital force sufficient to do Marco Bozzaris justice, and was permitted to substitute "Our Boys," which he rendered with power and pathos.

There were about ninety teachers present, and we believe they all felt that "it was good to be there." But here, as elsewhere, those who most need enlightening don't attend teachers' associations or institutes. What is to be done with them? Leave them out just as soon as wide awake, progressive teachers can be found to take their places.

A. H. YOUNG.

## CLARK COUNTY.

Our monthly associations are again revived, through the earnest solicitation of Mr. Porter.

Mr. Cooper is teaching near Martinsville with seventy pupils enrolled. He is young in years, yet we have perfect confidence in his ability.

County Superintendent Porter is laboring hard for the good of our teachers and urging them to attain a higher standard; still some of the "old-timers" prefer to stay in the background.

The Teachers' Association was held at Marshall, January 10, with only a small number of teachers present. Prof. Bookwalter, of Westfield, was with us and gave a lecture on Friday evening.

Miss Juick, a primary teacher in the Marshall school, freely discussed the subject of primary reading.

Mr. Kilborn, an old teacher, now the efficient editor of the Clark County Herald, attends our meetings as of old, and devotes a column of his paper to our work.

The genial Dr. Baker, formerly a teacher, is also an earnest worker in our Association. He gave some interesting points upon the subject of penmanship, as to how it should be taught in our schools. The doctor is a fine penman.

## -WHITESIDE COUNTY.

The central examinations, to be held among the schools of our county, begin at Coleta on the 9th of February.

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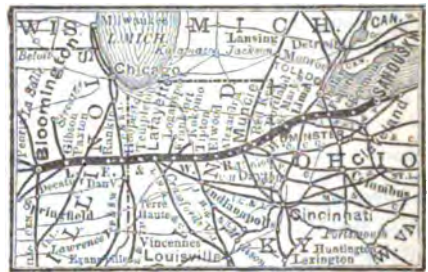
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11.58 a.m.	10.40 p.m.	...Gibson...	4.32 a.m.	11.58 a.m.
11.17 a.m.	10.05 p.m.	...Paxton...	5.08 a.m.	12.39 p.m.
10.16 a.m.	9.09 p.m.	...Hoopeston...	6.00 a.m.	1.50 p.m.
9.05 a.m.	8.05 p.m.	...Templeton...	7.00 a.m.	2.43 p.m.
8.25 a.m.	7.20 p.m.	...Lafayette...	7.50 a.m.	3.36 p.m.
7.10 a.m.	6.10 p.m.	...Frankfort...	8.52 a.m.	4.36 p.m.
6.11 a.m.	5.10 p.m.	...Tipton...	9.50 a.m.	5.35 p.m.
5.46 a.m.	4.48 p.m.	...Elwood...	10.15 a.m.	5.58 p.m.
5.26 a.m.	4.30 p.m.	...Alexandria...	10.35 a.m.	6.15 p.m.
4.50 a.m.	3.55 p.m.	...Muncie...	11.15 a.m.	7.06 p.m.
4.06 a.m.	3.13 p.m.	...Rodkey...	11.57 a.m.	7.42 p.m.
3.41 a.m.	2.47 p.m.	...Portland...	12.25 p.m.	8.05 p.m.
2.43 a.m.	1.48 p.m.	...Celina...	1.28 a.m.	9.02 p.m.
2.21 a.m.	1.28 p.m.	...St. Mary's...	1.51 p.m.	9.23 p.m.
1.20 a.m.	12.35 p.m.	Arr Lima	2.45 p.m.	10.20 p.m.
1.10 a.m.	12.15 p.m.	Lv Lima	2.55 p.m.	10.30 p.m.
11.55 p.m.	11.06 a.m.	...Findlay...	4.05 p.m.	11.55 p.m.
11.32 p.m.	10.46 a.m.	...Arcadia...	4.25 p.m.	12.12 a.m.
11.16 p.m.	10.32 a.m.	...Fostoria...	4.40 p.m.	12.24 a.m.
10.43 p.m.	10.04 a.m.	...Burgoon...	5.08 p.m.	12.51 a.m.
10.20 p.m.	9.43 a.m.	...Fremont...	5.40 a.m.	1.51 a.m.
9.20 p.m.	8.45 a.m.	...Sandusky...	6.30 p.m.	2.00 a.m.
		P., Ft. W. & C.		
12.25 a.m.	9.30 a.m.	...Lima...	5.00 p.m.	1.24 a.m.
9.20 p.m.	7.20 a.m.	...Crestline...	8.40 p.m.	8.35 a.m.
1.00 p.m.	11.00 p.m.	...Pittsburg...	5.25 a.m.	11.40 a.m.
3.11 a.m.	3.16 p.m.	...Harrisburg...	3.55 p.m.	11.15 p.m.
11.31 p.m.	10.51 a.m.	...Baltimore...	7.0 p.m.	7.50 a.m.
11.21 p.m.	11.06 a.m.	...Philadelphia...	7.25 p.m.	3.05 a.m.
7.56 p.m.	7.56 a.m.	...New York...	10.20 p.m.	5.10 a.m.
		L. S. & M. S.		
9.32 p.m.	8.32 a.m.	...Sandusky...	8.00 p.m.	4.13 a.m.
6.32 p.m.	6.32 a.m.	...Fremont...	6.27 p.m.	6.37 a.m.
11.41 a.m.	12.01 a.m.	...Cleveland...	9.42 p.m.	6.37 a.m.
1.50 a.m.	3.00 p.m.	...Buffalo...	3.31 a.m.	12.46 p.m.
9.00 p.m.	10.30 a.m.	...Albany...	2.20 a.m.	1.10 a.m.
6.00 p.m.	8.30 a.m.	...New York...	7.00 p.m.	6.45 a.m.
		...Boston...	9.45 p.m.	9.20 a.m.

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are more inclined to get that which is helpful to the little folks. This is a hopeful sign.

Our Superintendent is getting in some lively work; so are the branch associations. Two are frequently held on the same day—sometimes three.

The circulars, offering prizes and giving instructions for school work at the coming fairs, have been issued. Contests in declamation are to be held in halls before the schools close. The circulars suggest improvement in other respects.

Thomas Diller, one of our best teachers, is now in the employ of the *Sterling Gazette*. Since his connection with that paper its educational column has improved. Mr. Diller takes an interest in these things, and when he is present at a teachers' meeting, a good report is the result. His engagement is complimentary to the judgment of the *Gazette*.

At an institute held in Erie the other day, Mr. A. J. Asbourne, one of the directors, and a scientific genius, read a paper on "Coal." He attempted to prove that it is not of vegetable origin. His paper caused considerable discussion, and he is invited to prepare other papers on this and kindred subjects. Mr. Asbourne will be glad to present this subject before any association, for he is anxious that he and all others shall ascertain the truth of the matter.

Mr. and Mrs. W. J. Johnstone, of Prophetstown, came among us a few months ago entire strangers. As fast as they make acquaintances they make friends. They are both active, earnest, first-class workers in their chosen profession. Mr. Johnstone has charge of the Prophetstown schools, and Mrs. Johnstone teaches the primary department, in which she is a specialist. With Misses Cabot and Bastian in the intermediate department, there is no better school, in all its appointments, in Whiteside county.

Many of our best schools are using supplementary reading, or have organized literary societies, or have adopted some other general exercise, as a means of putting the pupils in connection with the world about them, if possible, before they leave the school-room. Some of our schools use all the means of improvement, while a few, I regret to say, show no disposition to use any. "As is the teacher," etc. We have some insubordination yet in our schools; but in nearly every case it can be traced to a chronic disposition on the part of the district to change teachers every term. One of the hardest schools in our county is taught this winter by a young lady, and everything moves along nicely. She is running a successful literary society in school. This is not a question of sex, but simply of good management and pluck. Let the gentlemen, and the ladies, too, who do not take interest enough in their work to manage it well, step to one side and give those opportunity who do. So, too, with the directors. When they find that they have no real interest in the work of the school, they should resign. The holiest and most important work of to-day, both to the individual and the nation, is the right education of the children. Let the indifferent find employment in other and less sensitive channels. What I have said would be very unjust did it not also apply to directors, for because of their bad management many of the best teachers—nature's noblemen—are driven to other fields of labor.

W. W. K.

#### WHITE COUNTY.

So far as your correspondent has been able to learn, the attendance in the country schools up to the beginning of the present disagreeable weather, was very fair—perhaps an improvement on previous years.

Mr. C. P. White, the new superintendent, has not received his commission, but within a few days will enter upon his duties, and it is confidently expected will soon call the teachers of the county together for the purpose of perfecting a County Teachers' Association.

State Superintendent Raab held a meeting at Carmi, the county seat, about the middle of November. Only Smith, of Johnson, Harris, of Edwards, and Howard, of Hamilton, were present from a distance, who, with the State Superintendent, Superintendent McClintock, and Superintendent-elect White, made up the meeting. In the afternoon the visiting county superintendents and the State Superintendent visited the South Side school, it being the nearer place of meeting.

So little interest is manifested in choosing members of school boards and directors that it seems to us a change in the law in regard to their election is necessary. Why are men elected when only seven to fifteen votes out of 40 to 60, or 150 out of 400 are cast, and to positions as responsible as those of members of the Board of Education? Nepotism, and other favoritism, have worked mischief in many places; and, in my opinion, the law in regard to who shall teach and who shall engage teachers, could be materially improved.

This community was shocked on Friday at the news that Prof. Edwin Auerwald died at St. Louis on Thursday. Prof. Auerwald began teaching in Mascoutah in 1872, when 19 years of age, and taught there four years. The next two years he was engaged at Illiopolis, and in 1878 and 1879 in Carmi. Since 1880 he has been Superintendent of schools at Marinette, Wisconsin, where he had worked up one of the best schools in the State. He was on a four months' vacation in Colorado, and was unable to reach home, dying at St. Louis, at his mother's residence. Prof. Auerwald held State certificates from Illinois and Wisconsin. He was a superb teacher, and in his death the cause of education—especially the public school system—has lost one of its most valuable members. He was at home upon all educational subjects, and was devoted exclusively to school work. During the summer at Marinette I saw him frequently, and I never saw him so delighted with any other subject as with the National Exposition at Madison. The cause of his early death was consumption, but it was much hastened by close application to his work. J. A. B.

#### DU PAGE COUNTY.

According to reports the Lombard school is better than it has been for several years. We are glad to hear it, Mr. Harter.

Prof. W. B. Powell, of Aurora, has consented to give some hints to the teachers of Du Page county, at their next meeting, February 7, on how to teach "How to Talk." Fellow teachers, come and hear what he has to say. We know that he will do you good.

Miss Ida Thatcher, a graduate of the Downer's Grove public school, and who has for several months successfully taught the East Grove school, died at her home in Downer's Grove on the 9th inst. She leaves a father and a host of friends to mourn her untimely end.

With sorrow we report the illness of County Superintendent J. K. Rassweiler, who has been confined to his house for a week past. We are glad, however, to hear that he is convalescent. His pupils are, among themselves, conducting a successful school during his illness.

The abrupt resignation of Mr. Seibert as principal of the Lisle school, at Naperville, caused considerable commotion. Several weeks elapsed before any one could be found to fill the vacancy, although ample efforts were made by the members of the Board to do so. They finally succeeded in securing the services of Mr. F. B. Smith, of Earlville, Ill.

#### FORD COUNTY.

The public schools of Sibley will engage in the competition work for 1885.

The Roberts schools are successfully managed by Prof. F. E. Bonney and Miss Cassingham. The teachers and pupils are to be congratulated, as they are to occupy their new and elegant school house.

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Mr. Clinebell, of the Sibley schools, also others of Sibley, contemplate attending the World's Fair at New Orleans during the month of March.

The Melvin schools were dismissed December 24 for the holiday vacation. The schools are progressing nicely under the care of Mr. and Mrs. D. G. Foreman.

The Sibley schools in 1883 bore off third premium on sweepstakes entry, and in 1884, second premium over at least three times the competition of 1883. Several pupils of the schools hold teacher's certificates and are teaching successfully. The present enrollment of the schools is 89.

Ford county is to be commended for the number of costly and commodious school buildings within her boundaries. "Little Ford" holds a high place in the educational circles of Illinois. Superintendent F. G. Lohman is a gentleman worthy of the position he now occupies. He is thoroughly enthusiastic over his growing work.

The Sibley public schools closed December 24, until January 5, with a grand treat for all of the pupils and Santa Claus. Mr. Clinebell, the principal who has had charge of the schools since 1881, was the happy recipient of a costly and beautiful cabinet album, from his pupils. Miss Wilson, his assistant, was happily surprised by receiving from her pupils a plush-framed mirror.

REX.

#### MACOUPIN COUNTY.

Piasa has organized a literary society.

Miss Blanche Auer has resigned her position in the Brighton schools.

Laurel Hill school, near Carlinville, has a very interesting literary society.

Prof. I. H. Brown, of Edwardsville, has formed a class in elocution in Staunton.

Miss Hattie Hurd has resigned her position as first assistant in the Brighton schools.

The Staunton public schools will play "Aurora Floyd" at an early day, to purchase an organ for the schools.

In North Otter township the father of a flogged youth undertook to punish the school miss, and she came out monarch of all she surveyed.

The superintendent, Geo. W. Bowersox, is visiting all the township treasurers of the county, and is looking after the schools at the same time.

Lieutenant Charles McClure, Professor of Military Tactics in Champaign University, spent the holidays with his relatives in Carlinville.

Capt. F. Y. Hedley lectured before the public schools of Bunker Hill, January 16th, on "Possibilities." He always has something to say when he delivers a lecture.

Miss Mary Feeney has resigned her position in the Medora schools in order, it is said, to assume charge of one. Mrs. Combs has been elected to fill the vacant position.

Wilbur T. Ayres, formerly a teacher of this county, has been elected to the position of professor of mathematics in one of the departments of De Pauw University, Greencastle, Indiana.

W. R. Hulse, who is teaching near Carlinville, offered a gold dollar to the one who would repeat the names of all the counties in the State in alphabetical order. After the contest was over it was found that it required several dollars to go around.

There were present at the State Association meeting from this county the following persons: Superintendent Geo. W. Bowersox, J. S. Campbell, Medora; J. L. Hall, Shipman; Charles E. Reeve, Staunton; Harvey Brown and C. H. Armstrong, Brighton; W. M. Evans, Girard.

Staunton had a teachers' institute Saturday, January 10. The attendance of teachers was small, but the interest was considerable. Mr. Reeve welcomed the teachers to the "young metropolis of Macoupin." A paper by Miss Addie Witt, on "Order," was a very excellent one. Mr. Daniel Williamson presented a very interesting paper on the "Schoolmaster at Home and Abroad." Prof. I. H. Brown discussed the "Art of Oral Expression" in a very satisfactory manner. Another meeting was announced to be held in six weeks.

A. G. E.

#### EDGAM COUNTY.

The schools of this county are progressing nicely. Institutes are held in different parts of the county. Grandview, Kansas, and Vermillion are the points where local institutes have been organized. The use of the Manual and Guide is freely discussed in these meetings, and many of the teachers are using them to a good advantage. The county has some good material in the way of teachers, and our County Superintendent is trying to utilize it. He is not afraid to work, and he likes to see others work also.

#### PIATT COUNTY.

Our County Superintendent is making his annual visits. But, unfortunately, the board of supervisors refuse to increase the number of days for him to do his work in. He ought to have at least one day for each school, especially where there are so many changes of teachers.

The Atwood schools are in full blast. Brother Hicks reports sixty-five in his room, sixty-three in the intermediate, and sixty-five in the primary. This is enough for four departments of over forty-eight in each.

Miss Hawthorne, of the intermediate, has resigned on account of failing health.

Hon. Henry Raab, State Superintendent, gave our school officers a talk at Monticello on the sixth inst. He advised them on several points of school law; also said that strong districts, though large and not easy of access, are better than small, weak ones; that it is cheaper for the district to furnish the light stationery, such as pens, pencils, paper, and ink. The day was unfavorable for as large an attendance as was anticipated.

The last meeting of the Association was held at Mansfield Saturday, December 13. Miss Docknen gave quite an interesting class exercise in primary number.

Robert L. Fleming's paper on the uniformity of text books throughout the State was full of good common sense. He very clearly showed that a great amount of money would be saved by such a plan, particularly to renters; a saving of time and labor to the teacher, and would facilitate the gradation of rural schools.

Mr. Rose and his pupils gratified the literary appetites of those who stayed for the entertainment. S. D. M.

#### SANGAMON COUNTY.

Mr. Edward Anderson, of Richland, is the new principal of the Douglas school. He was educated in the Springfield schools, and has taught in the country with success. There were fourteen candidates.

Superintendent Feitshans will attend the Association of Superintendents that meets at New Orleans the last of February. Mrs. Feitshans will attend to the duties of his office during his absence, which she is amply able to do.

The school board are discussing the necessity of shortening the daily sessions of the ward schools, of lengthening the noon recess, of diminishing the hours required for institute work, and of seeking an explanation for the resignations and ill health of the teachers.

At the last institute, during the hour for grade work, Miss Kusel read an excellent paper on teaching lan-

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guages. A typical recitation in German should include five points: translation, free and literal; retranslation into the original; questions on the grammar; abstract of the thought; and correct German conversation during the lesson.

At the close of the fall term Mr. Bartholf, principal of the Douglas school, resigned his position here to accept the principalship of the new Emerson school in Chicago. Mr. Bartholf is an energetic, intelligent teacher, and his work in Springfield has been eminently successful, proving him well worthy of the responsible and lucrative position to which he has been assigned. The best wishes of all go with him.

Five of the lady teachers visited New Orleans during the holidays. Principal Hannon, who went to northern Texas, gives an interesting report of the schools. They want good teachers, both white and colored, and pay as good wages as are paid here. In the Mobile, Alabama, schools, a flogging machine was found; pupils sat on benches without backs or desks. There was apparently no discipline, and the pupils were repeatedly told that they would be attended to after the company had gone. In the High School a class was reciting from Anthon's Virgil, and consulting Allen & Greenough's Grammar!

At a meeting of the teachers of the Springfield High School in December, at the residence of Superintendent Feitshans, the following course in industrial and general culture, prepared by Mrs. Feitshans, was presented for consideration. It was decided to continue the meetings of the society for general improvement, organized by the

girls of the High School last year, and in addition to begin at once work in sections for the purpose of carrying out, as far as practicable, the course given below.

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# ILLINOIS SCHOOL JOURNAL.

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WHOLE No. 47.

## ENGLISH LITERATURE IN THE PUBLIC SCHOOLS.

BY FRANK M. ALEXANDER, RENO, NEV.

### *Editors Journal—*

The ridiculous answers given to questions in American Literature by some of the applicants for State certificates, as recorded in the January JOURNAL, show what we regard as a serious lack of knowledge on this subject. If these answers come from teachers who aspire to the highest privileges within the gift of the State,—teachers whose qualifications are presumably the best,—what must we expect of the great number whose qualifications are less retentive? The responsibility for this deficiency does not rest entirely with the individuals, but largely with the traditions of our common schools and with public opinion.

Let us consider (1) the relative importance of good literature, and (2) some of the ways in which it may be profitably introduced into the public schools.

The millions of books and periodicals published every year is a fact not without a stupendous significance. It shows that *reading* has become one of the indispensable features of our modern civilization,—the avenue through which every kind of business is conducted, every moral and intellectual interest advanced. It is the medium through which we receive the wisdom and experience of the past, the great highway of that knowledge indispensable to the intelligent citizen, and of that culture in which rests the hope of future society. In a word, books and reading have become the great instruments by which our complex material, social, and intellectual interests are maintained. As this complexity

becomes greater with advancing civilization, so must the efficiency of the instrument be increased. Soon must the responsibilities of life's work be assumed by those who are now children; our great army of laborers, managers, readers, and writers must be recruited from those now clad in the habiliments of childhood. If we would have the future happy and prosperous, let the laborer be intelligent, the manager skillful, the reader and the writer wise and thoughtful.

The school is not an end itself, but the means employed to attain an end—preparation for life's duties. Obviously, then, such subjects should be studied as will best give this preparation. There is a growing conviction that some branches receive too much attention while others are much neglected. Some things are thus taught and receive a great deal of time because they have always been so honored rather than because their importance justifies it. None, in our opinion, are thus more overrated than the time-honored subject, arithmetic. There is a disposition, especially in rural districts, to cling to this study forever. There are some who seem unable to conceive of going to school without it. Yet how long ought to be necessary for a student of fair intellect to master all of it that is profitable either for discipline or subsequent use? Ninety-nine hundredths of the world's business is done with the fundamental rules, a small part of denominate numbers, fractions, and percentage. Besides these there is much use for the delightful subject of mensuration (extended to include all sorts of measurement), and sometimes for evolution.

But our books and schools are filled with other things, curious and interesting, perhaps,

but of no earthly value. In what business did such an example as  $\frac{\frac{3}{4} \text{ of } \frac{3}{4}}{6\frac{3}{4} + 9 + \frac{1}{4} \text{ of } \frac{1}{4}}$  ever occur? And whoever had occasion to ascertain whether it would be better to employ 20 men for 12 days, of 10 hours each, upon a ditch  $37\frac{1}{2}$  yards long,  $3\frac{1}{4}$  feet wide, 3 feet deep, and 5 degrees of hardness, etc., etc.? What four men ever bought a grindstone and felt any subsequent solicitude as to the number of inches each must grind away to get his share?

Thus we spend time with contracted methods, multiples, alligation, duodecimals, "true discount," and progressions; yet many of our brilliant students are unable to tell how much lumber will be necessary to make a yard fence, or a book case; how much it will cost to plaster a room or carpet a floor; how many acres there are in a field  $\frac{1}{2}$  by  $\frac{1}{2}$  mile. How many have accurate knowledge of the public survey system—of meridians, base lines, ranges, townships, and sections, with their subdivisions? But too many can tell us of Bret Harte's "Barbara Frietchie," and can "sail on" smoothly through Whittier's "Miles Standish." Which will profit a boy more, to be skillful in complex fractions, or to be familiar with "Evangeline?" to be able to parse readily, or to appreciate the "Idyls of the King?" Around us everywhere is scattered the princely wealth of the world's greatest minds; yet how many live in mental poverty! How many there are who rarely, if ever, have read a good book? Many who do read devote their time to vile books and trashy newspapers. This is almost entirely due to the fact that there has never been a taste for *good* reading formed at home and in school.

We have already said that the excellence of future governments depends upon the intelligence and culture of the future citizen. "Culture," says a prominent man, "is to know the best that has been thought and said in the world." How, then, can we endure the thought of those who are to become American citizens growing up ignorant of the works of Bryant, Longfellow, Whittier, Lowell, and Holmes? of Irving, Hawthorne, Mrs. Stowe, and Cooper? of Webster and Clay? of Prescott, Bancroft, and Motley? These

names have become as dear and familiar to us as household words, and their works, with those of the grand old masters of the past, constitute the intellectual capital of all cultured communities.

It is necessary for the citizen of a free republic to know the history of liberty in other lands. Shall we search for this in Gibbon, Hume, and Macaulay? These will tell mainly of court intrigues, parliamentary debates, and military pomp. If you would hear the first faint throbbings of liberty in the universal heart, go back to Piers Plowman, to Chaucer, with his inimitable pictures of the life and manners of his times; to Wycliffe and Luther, and hear its louder swell in Shakespeare; and where will you find such a history of feudalism and the middle ages as in the Waverly novels of Scott? where such a battlefield as his Flodden in Marmion? Who show the condition of England after the restoration so well as Pope and Dryden, with their courtly servility? Who paints such a picture of the common people of England, with their abuses and sufferings, as Charles Dickens? Who contributed so much to that greatest of historic dramas, the French Revolution, as Voltaire?

If it were known that on a certain day any of these illustrious men would pass through your town on the train, how would the people come for miles and crowd to see him, to catch every word, and how would they cherish ever his unstudied utterances, and relate in after years every incident. But the greatest authors will come to us for a few cents—any whom we may invoke. They will come, not as passing strangers, but to our homes to stay. They will never deny us an audience, but will ever be ready to counsel and comfort us; giving us, not their unstudied utterances, but their best thoughts, the choicest fruition of great minds.

And, fellow teacher, for a few dollars, ten, twenty, fifty of them will go to your school room and help you teach; they will stay there always and plead with your pupils for better lives and nobler ambitions; they will point out the delights of study and learning, the loveliness of truth, the beauties of nature and art. Fortunate, you might well regard yourself, if you could secure the constant aid of



Superintendent Wickersham, Col. Parker, or any of their illustrious compeers. But with much less effort you can secure the aid of many who are mightier than they,—the great intellects to whom the world has done reverence all through the centuries. Will you scorn such aid? Will you be content without an earnest effort to secure it?

In every school some work in the direction of literature can be done with much profit. We speak whereof we know and beg to be excused for something of our personal experience. We began in a small way, and have, perhaps, never gone beyond that, but the constant accumulation of little things finally becomes very significant. At first only a few easy quotations, a few important and occasional anecdotes of the authors, some notice of their birthdays, etc. Subsequently *Evangeline* was read before the school. As the result of this many of our students re-read that poem and read most of Longfellow's other works. The results with other authors were similar. Afterwards, a class in English literature was organized; then a course of lectures was instituted which netted nearly \$100. With this fund we have secured about the same number of excellent books in neat, durable binding,—history, poetry, fiction, criticism, juveniles, etc., as the nucleus of a public school library. If lectures will not succeed devise some other plan—a supper, or some kind of legitimate entertainment. If you can't get a hundred books, you can get ten, even in the remotest country district. It is wonderful how much even ten good books, well read, will polish and strengthen a boy or girl.

Is "literature" a formidable word suggesting mysterious and ponderous volumes? Not necessarily. Should we begin, for the ordinary common school student, with Shakespeare, Milton, or Chaucer, the work would probably fail. Begin nearer home, with our American authors,—for certainly students should know America and its interests first,—and with something simple, a juvenile book, if necessary. There are plenty of excellent books, yet so simple that a child will enjoy them, which may be obtained for classes, clubs, or libraries.

It will not be profitable to spend much time learning dull lists of authors' names, works,

and the time when they lived to the year and day of the month. If the teacher is intelligent and judicious, the important facts of an author's life may be learned by a class by the time one of his principal works is studied. We use a literature primer (Richardson's) costing only thirty-five cents, for biographical study, and devote the rest and greater part of the time to reading. The material for such reading can be obtained with little trouble, for many of the best things in the language are published complete, frequently with excellent notes and in convenient form for class use, at very low prices. By all means let most of the selections read be complete. Extracts are contemptible. There is a symmetry and organization about the finished effort of a great intellect that we lose in reading fragments. Did any one ever get a just conception of the "Vicar of Wakefield" by reading "Moses at the Fair" from the reader? or of "Paradise Lost" by reading "Adam and Eve's Morning Hymn?" Better to read one thing complete than fifty extracts.

### THEORY AND PRACTICE.

[Ziller's *Allgemeine Paedagogik*, p. 41.]

TRANSLATED BY C. M'MURRY, DENVER, COL.

#### II.

Such is the relation between the man of theory and the man of practice. Which party shall we join? Which is to be our model? We shall hardly be thoughtless enough to join either side. We affirm, first, that it is entirely unjustifiable when the man of practice appeals to nothing but his own experience, and in accordance with it wishes to determine the worth of a theory or method. We can prove this. Experience results from real action and conduct in teaching. But all action springs up within one's range of thought, his circle of ideas, and these are often too limited. He who has not entered a certain range of thought can not gain the experiences that spring from it. For that which one has not contemplated, of which he has gained no knowledge, cannot be transmuted into action, cannot be a source of experience to him. And so the conduct and experiences of the purely practical man may lack one of the weightiest elements. He

lacks the ideas which lie at the basis of action, and perhaps he has not done what is necessary to gain the right experiences. Even if he has done the very thing that theory recommends, still he may not have known how to avoid the faults and errors that hinder success. Such defective, narrow, and incomplete experiences have no weight against one whose action and experiments have sprung out of a richer and better developed range of thought, and whose experiences are thus formed. That man's experiments and experiences are decisive who has based them upon the most reasonable considerations. If others do not experience the same, they are at fault. Their defective range of ideas makes it so. Here there is no ground for dispute. If all action proceeds from one's range of thought, it is foolish to suppose that a conduct that comes from less complete and comprehensive thought is better in the end than one which results from complete, comprehensive, and fundamental considerations.

Of course it is objected that the conduct of the pure theorizer is absolutely worthless, although it is presupposed that he knows the theory better than the man of practice. To be sure; but his conduct was not at all derived from his theory; on the contrary we have noticed that action with him was hasty and premature. He had not set his theory in proper relation to practice, and so it is no wonder that his action is worthless. And the experiences that come from it can not be more valuable than those of the practical man. The objection does not hold.

In discussing the relation between theory and practice, two principles must be acknowledged. First, *experience alone, in and of itself, proves nothing and decides nothing.* Accordingly those experiences to which appeal is made decide nothing unless it is proved that the action from which they spring rests upon proper grounds, and it is an extremely primitive standpoint when one sets up experiences instead of reasons, or tries to make them serve as reasons. The second principle is this: *Really valuable, decisive, and convincing experience can only proceed from a circle of ideas which has been theoretically developed and perfected.* In general, therefore, the value of experiences depends upon

the development and perfection of the circle of ideas which form their basis. He who gives way to insufficient ideas will be always undertaking something false, and will arrive naturally at false results in experiences; results which prove nothing in favor of his own experience, or against that of another who has weighed the matter better and begun more judiciously. Especially is this the case with the pure practitioner who, in his criticism of the theories, methods, and consequent results of others, is controlled by an experience that rests upon insufficient grounds. He understands neither the undertakings and actions of others, nor his own observations of them, because he lacks the means of comprehending them, and has not the right point of view for forming a judgment. His judgment is, therefore, one sided, or false. People usually follow individual opinions, prevailing views of the time, antiquated traditions, or in judgment and action they are dependent upon other accidental circumstances which theory has, perhaps, long since proved to be necessarily injurious. Yet, while theory makes the mind more susceptible, judgment and action, without theory, soon become habitually uniform and fortify themselves against the experience of others. By repetition and continuous practice there naturally results readiness in action and decision, i. e., skill. For the members of a series, which are thus run off, are more and more melted into harmony, and by steady practice the difficulties and hindrances are more completely overcome. Judgment and action proceed with easy, rapid, and firm step, as is natural to skill. This is connected with feelings of pleasure, and these consolidate in the successfully developed series into an inclination toward such judgment and action, and this inclination remains in spite of grounds that speak against it. In consequence there is prejudice in judgment and negligence in action. This is especially so with him who, in the presence of his pupils, feels his own superiority, and in point of knowledge easily attains noticeable results. Self-sufficiency then springs up, and in view of their inherent and almost incredible power of persistence, such mental states may be perpetuated through whole generations and even centuries. Each follows and imitates

his neighbor or predecessor, into whose method of thinking and acting he is blindly and thoughtlessly drawn.

### ENGLISH GRAMMAR IN THE COMMON SCHOOLS.

BY MRS. MARTHA D. L. HAYNIE.

#### I.

The common school system in the United States is, perhaps, the most democratic (not in a partisan sense) of all existing institutions.

It was established by the people, for the people, and by means of an admirable method of taxation, it is maintained by the people.

The schools under this system are sometimes called free schools, and sometimes, public schools, but the term, *common schools* seems most appropriate; for the word common, taken in its widest sense, and, in fact, in its real sense, means belonging equally to all, that is, each one having a right equal to that of any other one.

The *common people* are, "*We, the people of the United States.*"

In these states there is no *House of Lords*; there are no hereditary titles,—no nobles, except nature's noblemen; but there is one vast *House of Commons*, where the people have certain rights in common, among which are: the right of protection; the right of suffrage; the right to enter the lists, and win, if they can, in the race for wealth, fame, or position; and, above all, *the right to a liberal education.*

The expression, *common people*, is frequently used, in sarcasm, by the fortunate, to designate those who, at the moment, are not enjoying the luxuries, or, perhaps, even the comforts of life; but it would seem in bad taste to apply such an epithet to any class of people in our country; for, as a matter of fact, (an old fact, but one which renews its youth so constantly, it will always be allowable as an illustration,) it is impossible to keep the line of demarkation distinctly drawn between the rich and the poor. Time is a great leveler, and the children of the poor of to-day will, in all probability, on to-morrow buy and dwell in the mansions of the rich, who, a little while ago, saw them only afar off, because they were of the *common people*.

The daily papers teem with accounts of such occurrences, and, just at the present time, several notable cases are before the public.

Verily the Potter's song is no fiction:

Turn, turn my wheel! All things must change  
To something new, to something strange;  
Nothing that is, can pause or stay; etc.

This being true, owners of vast possessions should never complain of heavy taxation for the maintenance of *common schools*, but should realize, on the contrary, that they are founding institutions of learning, where, at no distant day, their own descendants, in common with other children, may claim the right to a liberal education, when college doors are closed against them. When, too, they no longer have access to the libraries of their fathers, those of the common schools stand with doors wide open, and are always accessible; for they are common property.

If it is true, then, that in the course of human events, the descendants of all classes of people meet together, and together receive instruction from the common schools; and that these schools are maintained by all classes, (except the very poor whom we shall have "always with us") it is just and right that the people demand of school officers that they secure the best teachers, and introduce the best methods of teaching into all the departments.

But there are good reasons for giving special attention to the teaching of English. A thorough knowledge of one's own language is a very desirable accomplishment, but to the child it is more,—it is a necessity, for it is the medium through which all the knowledge acquired in other departments must be conveyed.

In a word, one may be able to give the name of every island, bay, or inlet, on the globe; his mathematical calculations may be accurate and wonderful; he may be able to name the twelve Cæsars in order, or, harder still, the presidents of the United States; he may know the constitution by heart, and be able to read the visible heavens, and to tell the stars by name, and yet the fact be known to only a few. But what he knows about English is, from the nature of things, *always before the people.*

Children who have heard nothing but *pure* English, from the cradle, are fortunate; they

learn to speak correctly without an effort; they learn as the mocking-bird learns,—by imitation. The great majority, however, hear nothing from infancy but *poor* English, and by imitation they form incorrect, and often, ludicrous habits of speech; which, in after life, become a source of mortification and annoyance, unless they are broken up before they grow strong and unyielding. Hundreds of witnesses testify to this fact frankly and sadly.

There is but one remedy for such, and that is a knowledge of "*Technical Grammar*." Nor is there any security for the more fortunate class. Before maturity even is reached, many a construction may be needed that was never heard at the father's fireside.

School officers should not *dare* to take from the people their only means of security from criticism and sarcasm. The ability to speak and to write with elegance and accuracy, and also with *safety*, is desirable and necessary; it is attainable, too; but the means are not always provided.

As it has been remarked in other articles, many prominent educators are denouncing the teaching of technical grammar in the common schools, and are clamoring for the substitution of English Language Lessons. This they call one branch of the new education. It is amusing. These excellent people have blundered seriously.

What they call English *Language Lessons* is nothing more than English *prose composition*, which has been taught in all good schools from time immemorial.

The only difference is, the old education has two classes; in one, the *science* of the English language is thoroughly taught; that is the grammar class. In the other class the *art* of the English language is taught, and that is the composition class. In the grammar class pupils are taught facts regarding words, their properties and their uses; the putting together of words in proper order; to construct sentences, or elements of sentences; and the separation of sentences into their elements, to ascertain what it is that makes them strong enough to bear the ordeal of criticism, or what it is that weakens, and makes them unworthy of even the passing glance of the critic.

In the composition class they put into practice what they have learned in the grammar class; clothing their own thoughts in correct, and many times, in elegant language. (That is more than some advocates of the new education can do, as will be shown hereafter. Thanks to the art of printing, some specimens are within reach.)

The *new education* has but one class, the language class. No mention is to be made of parsing; nothing to be said about the formation of the plural; nothing about tense; nothing about the agreement of the verb with its subject, etc.; no technical grammar. Let us see:

Teacher—John, what have you at home? and what has your brother?

John—I have a cat, and he have two cat.

Teacher—Kitty may criticise (or correct).

Kitty—He ought to say, he has two cats; because have is the wrong form of the action word, and cat is the wrong form of the name word!

In the illustration given, the children have touched at least a dozen points of technical grammar; they have actually parsed, but after a ridiculous fashion.

Pupils under such guidance are to be pitied. When they get away from the leading strings they will be comparatively helpless.

Many are laboring in this *new* association for putting English Grammar out of the common schools. Two prominent educators spoke on the subject last summer, at Madison. Some mention will be made of their remarks. They are excellent, learned, (in many things) and well meaning men. But another has entered the field; a very precocious youth, who had the temerity to make a violent, unmerited, and uncalled for personal attack, in a number of the *Intelligence*, published in Chicago, October 1, 1884. Special mention will be made of his article.

---

Out in the misty moonlight  
The first snowflakes I see,  
As they frolic among the leafless  
Limbs of the apple tree.

Faintly they seem to whisper  
As round the boughs they wing,  
"We are the ghosts of the blossoms  
That died in the early spring."

—*Atlantic Monthly*.

**SCHOOL LEGISLATION.**

Senate Bill No. 114 proposes certain radical changes in sections thirteen, twenty, and seventy-one of the school law.

To section thirteen the following is added: "The County Board shall provide for the County Superintendent a suitable office, with necessary furniture, and shall provide him with office supplies, as is done in the case of other county officers."

Section twenty now authorizes visitation, if directed by the County Board. The amendment makes it compulsory, requiring that each school shall be visited at least once a year, and that at least half of the Superintendent's time shall be so employed, and more, if practicable. As the law now stands County Boards may limit the time as they see fit, not only for visitation, but for all of the work of the superintendent. During the school year of '83-4, fifty-seven per cent. of the ungraded schools were not visited.

The amendment provides that in counties having not more than one hundred schools, the Board may limit the time as follows, if they see fit: In counties having not more than fifty schools the time shall not be less than one hundred and fifty days a year; in counties having from fifty-one to seventy-five, not less than two hundred days, and in counties having from seventy-six to one hundred not less than two hundred and fifty days a year.

The amendment further provides that the County Superintendent may, with the approval of the County Board, employ such assistance as he needs for the full discharge of his duties: Provided that in all counties having more than one hundred and twenty-five schools he shall be allowed at least one assistant, and in counties having more than two hundred and twenty-five, he shall be allowed at least two.

The compensation now received by superintendents consists of three per cent. commission on the sale of school lands, two per cent. commission on moneys distributed, and four dollars per day for the time allowed by the County Board.

The first item yields no revenue worth considering, as the aggregate commissions for the

whole State amounted to only \$116.81 in the year '83-4. The second item yielded about twenty-five per cent. of the entire compensation for the same period.

It is proposed to add one dollar per day for expenses for the time spent in school visitation. The compensation of assistants shall be fixed by County Boards, but in counties having from one hundred twenty-five to one hundred seventy-five schools, it shall not be less than eight hundred dollars per annum, and in counties having more than one hundred seventy-five schools it shall not be less than one thousand dollars per annum.

Instead of paying the salaries and expenses of superintendents and assistants directly from the county treasuries, it is proposed to have the county judge audit these bills quarterly and have them transmitted to the Auditor of Public Accounts, who shall remit in payment his warrant upon the State Treasurer. These amounts are then to be deducted from the amounts due the several counties from the State school fund.

The points in the proposed amendments, then, are:

1. Visitation shall be compulsory.
2. County Boards shall not have unlimited discretion in respect to the time for which the superintendents shall be employed.
3. Assistants shall be employed under certain conditions.
4. The compensation of these officers shall be paid from the State treasury, but shall be deducted from the State fund due the counties.

What shall be said of the proposed amendments?

1. The department is to be commended for suggesting few changes in the law. Constant modification of the statute is extremely unwise.

2. To neglect the supervision of rural schools is to be guilty of the extremest folly. Private corporations understand the economy of the close supervision of their operatives, and no one of them is for any considerable time away from the watchful eye of his superior. Village and town schools have not been slow to appreciate the value of intelligent supervisors, and to this fact is due, in large measure, the superiority of that class of schools. But the rural schools, taught in the

great majority of cases by persons of inexperience or narrow training, have been left without such direction.

It is difficult to account for the indifference of the public to a matter of such vital importance. The amendment proposes a reform in this particular. It should become a law.

3. The second point in the amendment may arouse some hostility since it proposes to limit the power of County Boards. But if it is wise to give them discretionary power in respect to the county superintendent, it is equally wise to extend their jurisdiction over the other county officers. Why should not the sheriffs and the judges be limited in the time allowed for their duties? Oh, they might not finish their work properly, and their official duties must be discharged. Certainly, and so must the county superintendent's. His duties are not less important, surely. Compare the expenditure of money for school purposes with that in any other department of the county government. What a commentary on the intelligence of a community that it should cheerfully pay the expenses incurred in running the machinery for the punishment of crime but should handicap the officers who are endeavoring to secure the efficient administration of those agencies that are laboring for the prevention of crime, and for producing in the state the intelligence and moral courage that shall assist the courts in the control of those dangerous elements that threaten the life of the State!

4. The superintendent is the only county officer who has been supposed to need no assistants. To expect one person to look after one hundred and twenty-five schools, and to attend to the other duties of his office, is to expect the impossible. If these schools were all located in a single township and no other duties awaited him, he would still be unable to give them the attention they merit. It would be the highest economy to have a competent supervisor for every thirty schools. The time is coming when such will be the case. Let us endeavor to secure at least what the amendment calls for.

5. In respect to the method of compensation it may be said that, like an indirect tax, it will be more acceptable to the communities than to tax them directly. The fund is col-

lected from the State at large, some counties paying more than they receive. This fund can in no way be made to contribute so much to the real success of the schools as to have at least a part of it devoted to supervision.

The measures proposed are admirable. Let every reader of *THE JOURNAL* see the members from his district, if possible, or at least write them, if he cannot see them, and urge the passage of the bill.

### ST. PAUL'S CATHEDRAL.

BY BEN F. REEVE.

This is not only the finest building in London, but by far the finest in Great Britain, and, according to some authorities, the finest in the world.

#### EXTERIOR.

It is much to be regretted that no complete general view of St. Paul's is obtainable. It is so hemmed in by streets and buildings that it is difficult to find a point of view from which the colossal proportions of the building can be properly realized. The best idea of the majestic dome is found from the river, but the whole lower portion of the structure is hidden behind immense piles of brick and mortar, in the shape of six and seven-story buildings.

The cathedral, like most European churches, is built in the form of a Latin cross, the nave being fully five hundred feet in length, while the transept is about half as long. From the intersection of the transept with the main building rises the grand dome, the glory of the edifice, surmounted by a golden ball and cross, the top of which is 404 feet from the ground.

The grand entrance is on the west, in front of which is a statue of Queen Anne, erected in 1712. On either end of the facade, or portico, is a bell tower with pyramidal summits. The south tower contains the clock and the great bell,\* which is tolled only at the death of one of the royal family, or of the Bishop, Dean, or a Lord Mayor dying during his term of office.

#### INTERIOR.

Entering at the main entrance, after climbing a flight of twenty-two marble steps, we

\*This bell is ten feet in diameter, and weighs 12,000 pounds. The clapper alone weighs 180 pounds.

found ourselves ushered into an interior so vast in extent, and so lofty in height, as to overwhelm us with wonder. We made our way at once, over the smooth pavement of squares of light and dark marble, to the space immediately under the dome, from whence the four unequal arms of the Latin cross radiate. Here we stood, and with wide-open mouth and staring eyes, slowly turned around and gazed upon the inside of this enormous structure. At our feet, set in the pavement, a brass plate shows where Nelson's remains lie in the crypt below. Above us, swelling in a vast concave, like a sky of stone, is the dome. It rises to the height of 228 feet above the floor, but after all, it is only the innermost of three shells, or domes. Like the outer, it is merely ornamental, the weight of the lantern, ball, and cross, on top, being borne by the intermediate conical shell of masonry and heavy timbers. Between the outer and middle shells are numerous and intricate stairways leading upward to the ball.

The inside of the dome is adorned with eight fine paintings, on scriptural themes, representing the principal events in St. Paul's life, viz.: His Conversion; the Punishment of Elymas, the Sorcerer; Cure of the Cripple at Lystra; Burning of the Magical Books at Ephesus; Paul before Agrippa; and Shipwreck at Melita.

At the base of the dome, and passing entirely around it, could be seen the celebrated Whispering Gallery.

Before ascending, let us turn our attention to the numerous monuments which fill every available nook and corner. The larger part of these relate to men who have done the country service in arms, on land and sea, and which makes the church a kind of a national Temple of Fame. Many of the monuments are very fine and deserve far more mention than our space will admit. They record the memory of the following, among others: Sir Charles Napier, Dr. Johnson, Lord Cornwallis, General Picton, Admiral Lord Nelson, General Peabody, John Howard, Duke of Wellington, and Admiral Collingwood.

A marble slab, erected to the memory of Sir Christopher Wren, architect of the building, has this inscription:

"Reader, do you seek his monument? Look around."

In the crypt, below the church (sixpence admission), a cold, damp, and dreary looking place (good for rheumatism), lie the remains of many distinguished persons. These vaults are divided into three avenues, or aisles, by pillars of great strength, and are filled with tombs, monuments, and effigies of dead crusaders, some standing and some lying down. Here, among others, lie all that were once mortal of Sir Christopher Wren, Sir Joshua Reynolds, and his brother artists, Turner, Opie, Barry, West, Fuseli, Dawe, Lawrence, and Lord Chancellor Wedderburn, Dr. Boyce, Duke of Wellington.

In the center, exactly under the dome, is a black marble sarcophagus in which are laid the remains of Admiral Lord Nelson. His coffin is said to have been made out of the mainmast of the L'Orient, and was given by one of his captains that he might be buried in one of his own trophies.

The tomb of Wren has the following inscription:

"Beneath lies Christopher Wren, the architect of this church and city, and who lived more than ninety years, not for himself, but for the public."

We were not at all sorry when our guide turned his steps toward the stairs and said, "this is all down here worth seeing," and we gladly followed him up into the light of day once more.

We now ascended the wide stairway on the south side (260 steps) and soon found ourselves in the Whispering Gallery. This gallery passes around the inside of the dome, at its base. It is remarkable for a curious echo. The circular sides of the dome convey the faintest sounds very distinctly from any one point in the gallery to the opposite side, so that a whisper, which in the open air would be inaudible at the distance of a few feet, is brought distinctly to the ear at a distance of 160 feet, in a semi-circle. This is the best point in the building from which to view the dome paintings, and also the interior of the church below. Lovers have no business in the gallery, at least while any one else is there.

From here a flight, or series of flights, of 118 steps leads to the Stone Gallery, above the colonnade, at the external base of the dome.

This outer gallery is enclosed by a high stone balustrade and is called the Stone Gallery, to distinguish it from another outer gallery, still higher up, called the Golden Gallery.

Here we have a very extensive view of London, highly interesting if the atmosphere is clear.

From this gallery we ascend, by a steep, narrow, and obscure stairway (137 steps) to the Golden Galleries. The inner Golden Gallery is at the base of the lantern, the outer one at the summit of the dome, and is surrounded by a massive gilded balustrade.

From here the country around London is seen stretching into the distance on all sides, and the valley of the Thames is seen in all its beauty. Up the river the richly wooded country, through which the stream winds, is backed by hills receding behind each other till the distance is closed by the dim, blue hills of Gloucestershire. Down the river the combinations of wood and water, grassy vales, and in the distance the blue waters of the North Sea, into which the noble stream empties, are infinitely striking. Nearer to us and almost under our feet, we could see the bridges spanning the river, the vast rows of warehouses, the steeples and towers of churches, the long and crooked streets, with tiny omnibuses and wagons creeping slowly along them, and men, like mites, passing and repassing each other on the pavements. All together made a scene never to be forgotten, and we only wish we were sufficiently gifted with the poetical inspiration to be worthy of attempting the picture in words. We pronounce it utterly indescribable.

From these galleries to the ball (one shilling and sixpence), the highest point attainable, is about fifty feet, and the ascent is very tiresome, the steps being almost perpendicular, with ropes on either side to hold onto; but as we had started for the top we were determined to get there at all hazards. We think it well repaid us for our trouble, for from this elevated point of 616 steps above the pavement of the church, and nearly 400 feet above the ground, it seemed as though we could see all over the island. We crawled into the ball through a small aperture at the bottom and found it to be large enough to accommodate eight persons. However, our

quarters there not being very comfortable we shortened our stay, and began our descent.

The guide informed us that very frequently ladies, of an adventurous disposition, clambered to the ball and into it. We, at that time, felt disposed to doubt his word, but since have met a little lady who assured us she had made the ascent and would do so again were she there.

On reaching the bottom we were tired—really tired—and after resting a few minutes we left the grand old structure more than pleased with our first visit to the finest church in England.

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### MODELING IN CLAY.

BY H. M. ANDERSON.

#### II.

Thorough knowledge is the necessary condition for the teacher in the teaching of any subject; the next step is careful preparation, a kind of marshaling of resources so as to do the most effective work, followed by quick, intelligent observation, not only of how the subject is being imparted, but how it is being received. The modeling done by the teacher should be done skillfully. If the foregoing conditions are ignored the results obtained will be unsatisfactory. All preparation should be made outside of school hours. Have the boards and clay distributed and collected by monitors. Take a lump of clay, place it between the palms of the hands, give them a swift rotary motion, and the clay will quickly take the form of a sphere. If you do not succeed at first trial, try till you do. Hold the sphere up and ask the children what you have made or what it is like. They will tell you that you have a ball, and many similar answers may be elicited, as well as the fact that the ball is round. Accept all answers that approach the truth. Children readily learn to observe and compare, and the teacher should lead their intuitions into natural channels. You cannot force the mind of the child this way or that, nor can you overload it without producing a kind of mental dyspepsia, which is anything rather than conducive to cultured growth. Avoid educational waste by making no haste whatever. Supply the necessary conditions, and the growth will appear without any abnor-



mal efforts on the part of the teacher. The growth, too, will be symmetrical, a natural outcome of natural laws.

Have the children model the sphere that you have made, and tell them you have a name for the form they have made, and tell them you wish them to remember it. Then write "a sphere" on the blackboard, and have the children read it. Thorough knowledge about the sphere will enable the children to pass readily to other forms, and will give them a point for comparison. When we compare objects we note the points of likeness, as well as those of difference, for comparison implies a certain equality in the things compared, both qualities of this comparison making what is known in mathematics as differentiation. In the sphere the child recognizes a form—the spherical—with which he is familiar. For comparison with this form you should have some form as dissimilar as possible, an opposite form, as the cube. Then model the cube; the knife will assist you to make it true in form, and then proceed to compare the two forms. In the sphere the children learn what a complete round body is, having neither points, lines, nor planes, but one surface, and its apparent form looking the same viewed from whatever direction. It is an unseparated, movable whole. The cube has eight corners, twelve edges, and six faces. The cube in repose is the symbol of rest, while the sphere suggests motion. The cube when revolving upon either of its axes presents no longer the form of the cube. The sphere moves at the slightest touch; the cube stands firm. The next form modeled should be the cylinder. Never tell the children what you purpose doing in advance. Let no futurity, however interesting, rob to-day of its legitimate achievements. The sphere and cylinder have as common qualities roundness and mobility; the cube and cylinder have plane surfaces, edges, and repose alike; while the cylinder resembles both cube and sphere in its properties of firmness, heaviness, and its flat, smooth, rounded faces.

Study the cube in all its parts; define the positions of its edges, sides, and corners in all their relations to one another. In this way the child receives conceptions of up, down, front, back, left, right, horizontal, perpendicu-

lar, right angles, inclines. Hold the cube opposite and on the same level with the eye, and one face, four lines, and four right angles are seen. Have all the children perform these free exercises with you, and lead them to tell you what they see, answering always in complete sentences. Hold the cube opposite the eye, a little above or below it, two faces, seven lines, six points, and eight right angles are seen. Place the cube upon one edge, and when held directly opposite the eye and at an equal height with it, one face, four points, and four right angles are seen, but lower than the eye it shows two faces, seven lines, six points, and eight right angles. The cube placed upon one corner and held opposite to the eye and on a level with it, shows one face, four lines, and four right angles; but below the level it shows two faces, seven lines, six points, and eight right angles. Held obliquely opposite, but below the eye, it presents three faces, nine lines, seven points, and twelve right angles. Examine the surfaces of the cube, and compare with them the surfaces of similar objects in the school room. Explain and illustrate the right angles. Let the children find lines in the room other than those taught them, and express their position in words, as "At the top, to the right or left," "At the bottom, to the right or left." Present the cube, and let the surfaces be counted and designated by top, bottom, front, back, and right or left sides. Compare the shape of the cube with that of the school room. Ask what shape are the sides or surfaces of the school room, and if square, ask the children how they made the sides of their cubes a square. Lead them to investigate this point, and if necessary *make the cube again*. Lead them to discover the fact that when the square is formed all the sides are of equal length and the angles are of equal size. Be careful to let the children do their own thinking; they can and will if rightly directed. Do not allow instructions to degenerate into mere rote learning.

The knowledge which the child obtains from experience is as much his own as any knowledge will ever be. The repetition of words is not conducive evidence of the possession of ideas.

### DEVELOPMENT IN FRACTIONS.

The January number of that excellent school journal, the *Practical Teacher*, has an article from the pen of Orville T. Bright, of the Douglas school, Chicago, on "Development in Fractions." Bro. Bright pays his respects to some normal school "professor," whose class exercises have been duly reported for the readers of "a prominent educational journal," and in the course of his remarks delivers himself as follows: "The 'greatest common divisor' is an unmitigated humbug. Once past the subject in the book, the children never hear of it again until they reach 'promiscuous examples' at the end of the book. \* \* \* It is not even good mental discipline; nothing is that has no application beyond the thing itself. \* \* \* Why should children factor numbers so interminably? Where in arithmetic is factoring ever used outside of the subject itself?"

We do not appear as the defender of the normal "professor," (why *are* normal school teachers called professors?) whoever he may be; but is Bro. Bright sure that in his slashing article he has found the essential kernel of truth?

The process of finding the greatest common divisor is simply an extension of the work of observing common factors; instead of picking them out one at a time, they are cast out by the handful. The g. c. d. need not be found in every such operation, but a large, common, composite factor may be noted if the operator is accustomed to look for it. In problems like the following  $\frac{14 \times 15 \times 24}{36 \times 20}$  a rapid worker drops the 36 at once, because he sees 12 in 24 and 3 in 15. Similarly he drops 20, seeing at a glance 2 in 14, and the 5 and 2 remaining in the dividend. We fear that multiplication is in danger of being pronounced a "humbug," as it is only a case in addition. But we "never hear of it again," and such problems as the above are "rubbish strung together to get something to cancel."

So? How about the reduction of fractions to smaller terms, and the simplification of long, indicated operations in so-called multiplication of fractions? How about short cuts in reducing many complex fractions to simple ones in problems like  $\frac{3\frac{1}{2}}{14}$ , arising so frequently

in finding the per cent. that one number is of another? How about the reduction of a fractional part of a unit of any denomination to integers of a lower order? How about the short cuts in a good third of the problems in many of the applications of percentage, and in "analysis?" Chicago is the last place where we should expect to find perpetuated the old custom of putting a stone in one end of the bag in going to mill. Common factors should be unceremoniously killed.

It will be answered that such problems do not present themselves in business. But they do. The recognition of "aliquot parts" is the secret of much of the rapid accountant's skill. The cost of the paper in this edition of THE JOURNAL is computed with a few quick strokes by employing factoring and "cancellation." The cost of an excavation, of a "fill," of the capacity of a warehouse or cistern, of the per capita tuition of pupils,—in a large majority of the practical problems that involve only multiplication and division, from half to two-thirds of the time may be saved by a recognition of common factors, and the larger the recognized factor the more the saving. We have always supposed that this sharp, quick search for "dead" numbers is excellent discipline.

It is doubtless true that much time is wasted on these subjects, because many teachers do not see that their pupils "ever hear of them again."

The writer next quotes an exercise in which the "professor" "develops" the subject of the multiplication of one fraction by another, and adds: "No teacher has a right to teach any process in numbers to children which cannot be demonstrated with things, \* \* \* but who is going to demonstrate with things this process of the multiplication of one fraction by another?" If multiplication is always the process of uniting several equal numbers, and the given multiplicand is one of them, we shall promptly answer that nobody can. Indeed, so-called multiplication of fractions involves division. If I hand three quarters (three pieces) of an apple to a pupil, and ask him to give me five sixths of them, he, if bright, (no pun intended) would probably reason somewhat as follows: "Five-sixths of anything is five of the six equal parts into

which I may separate it. If I divide each fourth into two equal parts, the pieces will then be separated into six equal parts. Here are five of them, and each is an eighth."

If he learned by the book method first, did not "cancel," and then attempted to realize the process with objects, he might separate each fourth into six equal parts. He would then have three groups of six pieces each. Taking five of each six, he would have three fives, and uniting them would be "real" multiplication; or, he might put the new parts together, and find five-sixths by separating them into six equal groups and then uniting five of them.

In either case there would be a separation—a division, and a "real multiplication."

Again: "Dividing a fraction by a whole number is an absurdity. If the teacher who asks the child to divide  $\frac{3}{4}$  by 4 wants anything it is  $\frac{1}{4}$  of  $\frac{3}{4}$ . But this is 'the other case in multiplication.'"

Whether dividing a fraction by a whole number is "an absurdity" or not depends upon the definition of division. If I wish to ascertain how many fours there are in twelve, I count off fours until the twelve is exhausted, and then count the fours. I find three. If this is all there is to division the absurdity is evident. If I wish to obtain one-fourth of twelve, I recall the meaning of one-fourth—one of four equal parts. I then separate the twelve into four equal parts by starting four groups, with one in each, and increasing them equally until the twelve is again exhausted. I thus ascertain that one of the four equal parts of twelve is three. Is there any other way? Is it not done by separation? Where is there any multiplication, even of the "other case," whatever that may be? What essential difference is there between the processes? Each is a separation into equal parts. In one case the number of ones in a part is given, and the other the number of parts. Isn't the "other case in multiplication" the absurdity?

Why, then, shall I not "divide"  $\frac{1}{4}$  by 5, that is, find  $\frac{1}{5}$  of it? Nothing is easier. Separate each fourth into five equal parts. There will be fifteen of them, and each a twentieth. Separate these into five equal groups. There will be three in each group, and each will be a fifth of  $\frac{1}{4}$ , obtained by two separations or

divisions. Where is the "absurdity?" Is it any more absurd to have *division* mean two things than it is to have *multiplication* perform the same double function, when each process is a separation, and there is not necessarily any combining of equal groups, or "real multiplication?"

In the following case a "real multiplication" may appear:  $\frac{5}{8} \div 3$ . Each eighth being separated into three equal parts, we may have five groups of  $\frac{1}{24}$  each.  $\frac{1}{3}$  of each group is  $\frac{1}{72}$ . Uniting these ones we have  $\frac{5}{72}$ . There are here two divisions and one multiplication, and a "real multiplication," too. Still we ask, why "the other case in multiplication?"

Mr. Bright is justly recognized as one who is not hampered by tradition. He is a thoughtful experimenter, and has won a reputation of which he may justly be proud; but his definition of division, or of multiplication, it seems to us, needs revising.

#### FACTS.

[The following article is taken from "SCHOOL AMUSEMENTS," published by A. S. Barnes & Co., Chicago. Teachers will find in its pages many exercises calculated to relieve the monotony of school routine.]

I was troubled some time since by the want of punctuality in my pupils. I had just undertaken the management of a school which had "run down," under the control of a man who had governed, at times with severity, at times with laxity of discipline, and I was at loss what course to pursue to create a reformation in this particular.

Acting, however, on the principle of attracting rather than coercing, I determined on the following plan: I was not sure of its success, and I did not make known my motive, intending to try other means if this failed. \* \* \* After opening school with the usual devotional exercises, I told the few who were at their seats that I intended to spend a quarter of an hour every morning in telling them something interesting, something which they would be pleased and profited to hear. \* \* \* The process was repeated every morning.

I took pains to have something really interesting, and I soon began to observe the effects. They who had heard the "facts," as I called them, told their tardy companions what pleasant information the teacher had given them,

and advised them to come in time if they wanted to hear something nice.

I was walking behind two of my boys one morning, on my way to school,—two of the quondam tardies,—and overheard one of them say, "Hurry up, or we shan't be in time for facts."

In a few weeks I had induced a good degree of punctuality. \* \* \* \*

In this way I was led to adopt the general plan of giving a fact every morning, a plan which I have retained and shall continue.

There are thousands of facts to be met with, and if the teacher enters in his memorandum book such items as he cannot fail to meet in his readings of books and papers, he will gather a large stock of the kind that he will need.

Some of mine are as follows:

A telegraphic message, sent from New York to St. Louis, will get there about an hour before it started. Why?

If an ignorant boy were to dispute your assertion that the earth is round how could you prove it to him?

How the English and French, with the Turks, got to fighting with Russia.

About St. Peter's Cathedral at Rome.

Dr. Franklin as Postmaster-General.

About corks and sponges. Mummies.

How they prepare tea in China.

It would be easy to extend the list, but here are enough for a start.

Sometimes instead of a fact I read something from a paper or a book.

Thus in the course of a year what a store of information a pupil may gain. If each one who can write enters a fact of the morning in a blank book, he will make a volume worth a great deal to himself and his friends.

### THE BRIGHT SIDE.

BY U. P. SHULL, A. M., VERMILLION, ILL.

Much has been said and written of the trials and disadvantages of the teacher's work. Teachers themselves complain much of hard work, poor pay, and as little appreciation of their work.

One county superintendent in Illinois said, "A man is an ass who will continue teaching when he can make twice as much money at

something else." And yet, this very same man has followed the business all his life. He meant any one else, of course. So it is: men will complain of the work, and yet they will stick to it. Why is this? If the teacher suffers so much in this "starving profession," if he is so poorly paid, and his work is so little appreciated that he receives no credit for the good he does, why is it that so many faithful ones are sticking to the profession? There must be a bright side.

Let us notice for a moment and see if all is dark and discouraging.

In the first place, it cannot be considered a very lucrative employment, but it certainly is a noble and an honorable work. No other work can be more inspiring, and none offers a better field for development. No other profession reflects such good effects upon the one engaged in it. He may develop himself and learn much of human nature by coming in contact with minds of every class, not only among his pupils, but among the patrons. All are interested in the progress of the public schools, and hence the teacher, in some way, comes in contact with every citizen of the community.

The teacher's work is also an honorable one. What can be more honorable than the work of educating and training the young—those who will soon be the active citizens of our country. It is next in sacredness and honor to the Christian ministry. Indeed, the teacher has a better opportunity than the minister has to effect a moral and social reform in a community. He comes in contact with the young, and it is chiefly among them that society is built up and rendered high-toned, or torn down and rendered base.

Few teachers, it seems, fully realize the extent of their field for usefulness. They usually teach too much book and not enough of the vital affairs of life—those things that really educate and develop true character. A most thorough knowledge of grammar, algebra, history, and the sciences, will never make ladies and gentlemen of our boys and girls. These are not what they will use most in mingling with the world. True, a knowledge of the branches is necessary to an education, but they are not all that is necessary. An education is said to be "little more than

he formation of correct habits." It is necessary, then, that a true educator look well to the habits of his pupils. Their habits are the first thing observed by those with whom they mingle.

I would not be understood to be an advocate of tedious lectures on religious homilies in the school room, for often such things tend to repel the pupils. But the ingenious teacher can institute a series of general lessons in morals and manners, and in various branches of social science, that will attract, and at the same time fasten indelibly upon the young minds some most useful and practical lessons. Thus, by precept and example, the teacher has a most enviable opportunity of dropping seeds that will grow and produce such an abundance of fruit as would astonish him if he could measure it all.

Again, the teacher has the advantage of observing the pupils in their early associations with their companions, and then at an opportune time, without being personal, he can strike at an evil, or commend a good act, which he has observed. The young boys will soon learn to emulate the polite and gentlemanly, and shun the pert, the insolent, and the coarse manners of others. The teacher then has the satisfaction of knowing that he is actually *moulding society*.

Few things can be more productive of real happiness than a realization of the fact that one is assisting in the enlightenment, and consequent elevation, of the future men and women of the community. To see true character and loyal souls develop under one's influence is certainly productive of more happiness than mines of gold can purchase.

Perhaps the most discouraging feature of the work is the pecuniary reward which, I dare say, is often too meager. Even this, however, is growing more bright. Men are opening their eyes to the fact that the work of the true teacher is not sufficiently appreciated, and too poorly remunerated. While there are some who are paid more than they are worth, the masses of teachers are not paid half they are worth to the community. The fact is, money and the work of the true teacher are incommensurable. Like all other matters, however, these things will, in due time, adjust themselves, and the competent

teacher will be rewarded for his services in proportion to those of equal talent in other professions. The work of the teacher is arduous and toilsome, but there are many pleasant features that fully compensate for his toil and perplexity.

### SCHOOL AMUSEMENTS.

#### A GEOGRAPHICAL GAME.

Have the pupils "choose sides," as you have done many times, perhaps, in the old-fashioned spelling school of blessed memory. Have the leader on one side name a town and give its county, state, or country, as New Orleans, La. The leader on the opposite side gives the name of a town whose initial letter is the final letter in Orleans, as Springfield, Ill. The names will come rapidly for the first round, perhaps. When the speed begins to slacken, lay down the following rules:

1. Any one repeating a name already given misses.
2. Any one failing to give the state or country misses.
3. No one shall be entitled to more than one minute in which to find a name.

There is something more than knowledge and fun to be gained from such an exercise.

There is method in education. It is a dangerous error to suppose that any man may teach if he has only the requisite amount of information. Can it be possible that the art of training and developing the various faculties, emotions, and principles of an immortal and accountable soul is the only art which we have by intuition? Is the destiny of the noblest creation of God, \* \* \* to be intrusted to the care of him who has never studied the vast and complex relations of the task which he undertakes, and who, in the impious pride of self sufficiency, despises the accumulated experience of those who have spent their lives in the work of teaching, and have borne unmistakable testimony to the difficulties which have beset them at every step in the discharge of their sacred duties?—*Tate*.

"Our to-days and yesterdays are the blocks with which we build."

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"The intellectual action and exercise in which the learner's education essentially consists are performed by himself alone. It is what he does himself, not what is done for him, that educates him."—*Joseph Payne*.

Most teachers yield an intellectual assent to the foregoing proposition. Few would have the hardihood to deny its truth. Like many other other articles in commonly accepted creeds, however, it has little influence on practice. It is like the wheat found in the mummy cases of Egypt,—very good grain that has found no soil in which to sprout and grow into a harvest.

Correct principles are essentially germinal. They must have a suitable environment, however, to manifest their vital force. Plant them in the memory, warm them with the sunlight of thought, and they break the husks that enclose them and send out a vigorous stalk that yields its fruit. The ripened harvest is a Method. Many devices that are stamped with this popular shibboleth are like a cocoa nut in the hands of an Esquimaux. He doesn't know whether it was dug from the earth or fished out of the sea, and if he should see it on the parent stem would never recognize it.

The student of methods only is an empiricist. He is like a sea captain who doses his crew from the medicine chest. His vials are numbered and he treats symptoms with the figures in his doctor book.

The student of principles is a philosopher. He learns the nature and capabilities of the organism with which he deals. He gives it its proper environment and stands out of its way.

If teachers would make the simple proposition quoted above the test of their methods,

the instruction in public schools would be revolutionized in a single year. It is a common criticism on school journals that they have little for the district teacher. What is implied in such a criticism? Teachers wish specific instruction in methods. That is not their greatest need. A mastery of the leading principles of education, and a development of their corollaries is the work that should engross their closest attention.

Many teachers are too kind to accomplish much for their pupils. They cannot bear to see the little people struggling with their tasks. Their questions include the answer. They help, help, help, at every turn. The children are not even permitted, much less obliged, to work independently. There is also, little confidence in any kind of work that has training as its specific objective. A dozen geographical names can be learned in a half hour and the result is tangible; but the work of training is so slow and tedious, so little can be accomplished in one term, the visible results are so remote that there is a constant temptation to "cram" facts and to omit the systematic, faithful "exercise in which the learner's education essentially consists."

We need a larger faith in the inestimable value of right habits and in the efficacy of every effort put forth to secure them.

✓ The Reading Circle circular is now ready for distribution and may be obtained of E. A. Gastman, Decatur, if the County Superintendent is not supplied. It contains, in addition to what was given in the February JOURNAL, the following:

## ADVANCED COURSE—FIRST YEAR.

1. Mental Philosophy.
2. The History of Education.
3. General History.

## TEXT BOOKS ADOPTED FOR THE ABOVE COURSE

Topic 1. Seelye's Hickock's Empirical Psychology.

Topic 2. Browning's Educational Theories

" 3. Barnes' General History.

## PRICE OF TEXT-BOOKS.

Messrs. Van Antwerp, Bragg & Co., Chicago or Cincinnati, will send postpaid a copy of Hewett's Pedagogy for \$1. The money must accompany the order. In larger quanti-

ties at \$1, less 10 per cent., and freight or expressage paid.

Messrs. A. S. Barnes & Co., Chicago or New York, will send, postpaid, copies of "Barnes' Brief General History of the World" for \$1.60, or where four or more copies are ordered the books will be sent to members of the Circle for \$1.36 per copy. Purchasers to pay express charges.

Messrs. Harper & Brothers, Chicago or New York, will send, postpaid, copies of "Browning's Educational Theories" for 55 cents each; where a dozen or more are ordered the price will be 45 cents each, purchasers to pay express charges.

Messrs. Ginn, Heath & Co., Chicago, will send, postpaid, copies of Seelye's Hickock's "Empirical Psychology" for \$1.10, or in quantities at 10 per cent. less and expressage prepaid.

The Directors beg leave to suggest to County Managers that as a rule it will be cheapest to make one order for the books that may be needed to supply the Circles in the county.

#### EXAMINATIONS AND CERTIFICATES.

1. An examination will be held each year in each county, under the direction of the County Board of Managers, who will grade and return the papers to the Central Office.

2. This examination will be held in July or August, as the County Board may think best. The questions will be prepared by the Board of Directors and sent to the County Boards.

3. Certificates will be issued to those who complete either the Elementary or Advanced course in a satisfactory manner.

4. It has been a question with the Board of Directors whether it will be advisable to hold examinations in July and August, 1885, as the time for preparation is so short, but the matter will be settled at a future meeting.

Now, fellow teachers, we especially ask your cordial co-operation and help in this work. Especially do we desire your kindly criticisms of the plans outlined above. Any suggestions as to the work of the remaining one and two years of the courses will be very thankfully received and carefully considered. We expect to send you another circular, with the full work, in May or June.

Address all communications, to "Illinois Teachers' Reading Circle, Decatur, Ill.

Now, fellow teachers, organize and go to work. Select the course that is best adapted to your purposes and do some genuine studying. Let part of each session be devoted to class work with some member of the circle as teacher. Have no milk and water recitation, either; let it be sharp and critical. If anything worth while is to result from the movement it will need such attention as you require from your pupils.

The text books selected are excellent and can be supplemented to any desired extent. There is a place for the most scholarly as well as for those to whom some of the topics are new. Do not limit opportunities of the Circle to teachers if helpful, earnest people desire to join you.

THE JOURNAL will devote considerable space to the topics under consideration, and hopes to make itself of material assistance to the members of the Circle.

The one great need of our profession is life, more life. Nothing invested in our field of labor pays larger dividends than vigorous activity. "Our man of letters" ought to be one of the most important and popular persons in the community. Who has so much to do with shaping the generations of to-morrow as the public school teacher? Why should he not be in morals, in manners, and in social life such as he would have his pupils become? The model teacher is a model man or woman. To admit that teaching unfits one for other occupations is but to echo the bigoted and unmanly sentiment of those superannuated pedagogues who want to be placed on the retired list with a pension. Our work demands such breadth of preparation and such diversity of skill that the practical teacher cannot fall into ruts. Each day's reading and observation will add to his experience and ability. His success is in proportion to what he can *do* rather than to what he can say.

"The village all declared how much he knew;  
'Twas certain he could write and cipher, too;  
Lands he could measure, terms and tides presage,  
And e'en the story ran that he could gauge."

The teacher who holds any grip on his community must be thoroughly energetic and

earnest. He should seize the first opportunity to become acquainted with his patrons. By these we mean the mothers as well as the fathers of the children he is to instruct. It will not hurt his dignity "to hold the good dame's winding yarn." The mere fact that the parents are personally acquainted with the teacher avoids many an issue that might otherwise arise. By some natural law of our social make up, we are more ready to think evil of a stranger, and more easily persuaded against him. A hearty shake of the hand is the seal of your joint interest with the parents in educating their children. By entering their homes you also become acquainted with the peculiar circumstances and antecedents of each pupil, without which no teacher can do his best for a child.

The teacher who does not enter into familiar and friendly relation with his pupils, who does not encourage pleasant conversation with them, and who lives like a hermit when out of the school room, ought to fail, and usually does. Children, as well as grown people, feel no magnetism in his presence. There is no sparkle in his eyes, no inspiration in his voice and manner, no keen appreciation of childhood mirth, no quick sympathy, no hearty good cheer in his disposition.

Such a teacher is not invited out to tea; he is never serenaded by the familiar voices of his girls and boys; no May baskets are left at his door, no flowers are brought to his table; no three-cornered notes requesting "the pleasure of his company," etc., at a neighborhood merry-making, with its "whirling plate and forfeits paid," or "rough accompaniment of blindman's buff."

My brother teacher, if any feature of yourself appears in the above outlines, let me beg of you crawl out of your social lethargy, shake yourself, put away that mechanical reserve and frigid dignity, let your face be seen, your voice heard, and your hand grasped in the social gatherings of your district or village. Don't think you must be so much unlike other people to be a good teacher. Be not like those

"Who do a willful stillness entertain

With purpose to be dressed in an opinion of wisdom, gravity, profound conceit."

You need that kind of rubbing which society alone can give you, and without which you

will be stiff and angular. Keep abreast the times on all living issues, read a good newspaper daily if you can get it, have opinions, make yourself needed and interesting outside of your school as well as in it.

Several important educational bills are pending before the present legislature. Those especially interested in these measures must "pool their issues" and stand firmly together.

There must be mutual concessions and a thoroughly generous spirit on all sides. No interest represented can afford to alienate any other by any manifestation of selfishness.

Let us pull together, friends, and let us be sure that what we ask is to the best interest of the great commonwealth whose future lies so near the heart of every true son of Illinois.

By reference to our advertising pages, our readers will find an "ad." that will interest them. There should be a large number of competitors from Illinois.

The prize is just the thing needed by every teacher. It is compact and full—two qualities rarely found in combination.

### BOOK TABLE.

THE UNIQUE READING CHARTS. A. S. Barnes & Co.: New York and Chicago.

Imagine a folio of 36 pages, about twenty by twenty-four inches, with the free edge of the leaf bound as inch deep with strong cloth and furnished with two eyelets. Hang up the folio by the eyelets, fold the cover leaf down, and you have before you pages 1 and 2 and thereon the picture of a boy—

"Blessings on thee, little man,  
Barefoot boy, with cheek of tan."

Part I contains 36 pages, and Part II, 14 pages. In Part I there are about one hundred words, and the changes are rung upon them in a most ingenious way. The pictures are clear and animated, the print is large and plain, and the script is placed between ruled lines so that the law of heights may be observed from the start. The last page contains a clock dial with movable hands.

Part II contains exercises in finding sounds, in word building, and in sight reading. List of words from which stories are to be read is another excellent feature. The teacher can thus test the children's acquaintance with the words, as they receive no assistance from arrangement. Two pages are given up to the Roman and script alphabets, and two more to lessons in color from colored pictures.

These charts are the finest we have seen and show the rapid advance that is making in appliances for the teacher's use.



**NATIONAL COMPOSITION BLANKS, IN THREE NUMBERS.** Potter, Ainsworth & Co.: Chicago and New York.

These are blank books in paper covers. The paper is of excellent quality and has a convenient marginal ruling for corrections.

The second cover page has a system of symbols to be used by the teacher in correcting work. The pupil can refer to them to understand their significance. Every teacher will understand their utility. These symbols indicate mechanical errors, rhetorical errors, and faults that may be classed under the general headings of Propriety, Clearness, Precision, Strength, Harmony. The third and fourth cover pages contain convenient rules for capitals and punctuation.

By the same publishers the American Standard Writing spellers, Nos. 1 and 2. No. 1 contains two columns for exercises and a column for corrected words, on each page. The lines are spaced for small letters, and at the head of each page there are copies of alphabets, figures, etc., which should be a constant suggestion to the pupils, of correct forms. The written spelling is often so carelessly done that the injury to the penmanship materially lessens the value of the exercise. The third and fourth cover pages contain common rules for spelling. In addition to these features No. 2 contains a column for sentences illustrating the uses of the words.

**BOYS' AND GIRLS' ATLAS OF THE WORLD.** By James Monteith. A. S. Barnes & Co.: New York and Chicago.

This is a neat and substantially bound volume of 43 pp., containing maps, models for drawing, imaginary voyages, lessons on products, tables of populations, etc., etc.

The opening map, New York and vicinity, is a beauty, as are the others.

The map of the United States shows the divisions of standard time. The maps are accompanied by sections showing profiles of surface. Few teachers use this feature of every good geography. Yet it is one of the most instructive and useful helps that the atlas affords. On the margins of the maps are printed the names of countries in corresponding latitudes of the other continent. The pupil is thus led to see that opposite the bleak and inhospitable Labrador lie the British Isles, with their mild and equable climate. Boston appears against southern France, and New York against northern Spain.

Kansas, a rectangle 200 miles by 400, is taken as the standard with which to compare other states, which is done by placing them on maps of that State. New Hampshire, Vermont, Massachusetts, Rhode Island, and Connecticut combined, are found to leave a large margin when put into this parallelogram. In no other way can the relative size be so graphically shown.

Throughout the book the idea of comparison is urged, and general facts of size and shape are made prominent. The price is 50 cents.

**ELEMENTS OF ZOOLOGY.** By C. F. Holder, Fellow of the New York Academy of Sciences, and J. B. Holder, Curator of Zoology, Central Park, New York. D. Appleton & Co., publishers, New York.

This is a new work, of 372 pages, not including glossary and index.

The usual schemes of classification are discarded, the author asserting, with reason, "that the real business of the learner is to gain a true and vivid conception of what may be termed the natural orders of animals." All the cuts, and there is scarcely a page without one or more, are truthful and attractive. Many of them are not found in our text-books on this subject.

The plan of the work is to treat each group under three heads: First, General Characteristics; second, Development; third, Economic Value. A valuable list of works and their authors is given at the close of each chapter treating of a class, thus aiding the student to more extended study of the groups. While the language is that of a scientist, it is plain enough for the ready comprehension of the average learner.

The book is an attractive one and will repay any teacher for the time spent in its careful perusal.

**THE HUMAN BODY.** By H. Newell Martin, Professor of Biology in Johns Hopkins University. Henry Holt & Co., Publishers.

The author of this work is an eminent physicist, physiologist, and physician. He has filled every page of the work with the philosophy of physiology. The learner soon perceives that he is not studying a compilation, but topics made plain by the proof and experience of an able writer.

The plan of the work is briefly told. The body is first considered as to its microscopical and chemical composition. The organs are then discussed with reference to structure, function, and hygiene. Each chapter is followed with an appendix giving directions for demonstrating the tissues considered by comparative anatomy. This feature of the work cannot be too strongly recommended, as it enables the teacher to hold class interest to the highest pitch when all other means fail. It creates a desire to know.

The book has 327 pages and is well illustrated.

**VERBAL PITFALLS: A Manual of 1,500 words commonly misused, including all those the use of which had been questioned by Dean Alford, G. W. Moon, Fitzedward Hall, Archbishop Trench, William Hodgson, Wm. L. Blackly, G. F. Graham, Richard Grant White, M. Schele de Vere, William Mathews, "Alfred Ayres," and many others. Arranged alphabetically, with 3,000 references and quotations, and the ruling of the dictionaries. By C. W. Bardeen, Editor of the "School Bulletin," Syracuse, N. Y. C. W. Bardeen, Pub'r, Syracuse, N. Y. 1883.**

A full title-page for a manual of little more than 200 pages. In this preface Mr. Bardeen tells us that "no one should rely upon Dean Alford's 'The Queen's English' till he has read 'The Dean's English;' nor should he put faith in Richard Grant White till he has read Fitzedward Hall's two books. A sarcastic remark is quoted from Graham's 'Book About Words,' to the effect that when we hear the expression, 'you mistake,' we at once take the measure of the speaker as one who has learned his language from the grammarians, and not from the usage of society. Yet, lest we should resolve never more to heed, in our use of language, any mentor but habit, he warns us that there are expressions recognized by scholars as wholly legitimate which we should avoid, because they have been questioned by shallow critics whose books or articles have had wide

circulation—avoid, not because they are wrong, but because they might distract attention from our thoughts. "Better be thought thrice a dunce than once a pedant."

The "ruling of the dictionaries" is shown as to each word—"heavy-faced type indicating that the use is indefensible, full caps that it is in dispute, and small caps that though harped at by some critics, it may be regarded as legitimate." In one instance, at least, it seems that the author is disposed to overlook the judgment of one of the great lexicographers. Worcester declares the word *reliable* to be ill-formed, and that it can not have the meaning in which it is commonly used. Webster regards it as a most convenient substitute for the phrase, "to be relied upon," and a useful synonym for "trustworthy." Mr. Bardeen's small caps pronounce the word legitimate. He refers the reader, however, to Lowell, Graham, Hall, Marsh, and others for the "pro and con" in the case. Favorable and adverse criticisms of a given word are quoted side by side, and far more frequently, numerous references are given, though whether the writer who is summoned appears for or against the accused is not always stated. A critic has not long to wait for a critic in turn. The personal element warms many a page: "The infernal ingenuity of the reporters." "We are sorry to see that Prof. Rawlinson talks of replacing the Handbuch of Heeren by one conceived on the same scale." "Mr. G. Lewes told me of an undertaker who spoke of a corpse as 'the party in the next room.'"

Shall we say the *Misses Brown*, or the *Miss Browns*? "Usage is all but universal in favor of the latter in conversation."

"Are the Misses Jones in?"

'Yes, sah, Mrs. Jones am in. Does you want to see her?'

'No, we want to see the *Misses* Jones.'

'Mrs. Jones, dat's what I said.'

'We want to see *the* Misses Jones. Can't you understand?'

'Course I kin. *De* Mrs. Jones am the old lady. Dat's *de* only missus in dis hea house.'

'We want to see the old lady's daughters.'

'Oh, *de* Miss Joneses. Why didn't you say so? I reckon you're drunk. Come pesterin 'roun heah wid yo' misses and missus and *de*. You'd better cl'ar out, you can't peddle no books heah, you heah me?' and she slammed the door in the faces of the astonished young bloods."

A suggestive book; its heavy-faced type mirrors the speech of too many teachers. M.

### THE MAGAZINES.

EDUCATION, \$4.00. With THE JOURNAL, \$4.50. January-February.

I. Intellectual Training in the Normal Schools, E. E. Long; II. Normal Schools: Their Necessity and Growth, Thos. Hunter; III. The Aesthetic Element in Education, J. Duncan Anderson, M. D.; IV. The Spirit of Discipline in Education, Translation; V. A Treatise on Psychology, Louisa P. Hopkins; VI. Pres. Bicknell's address at Madison; VII. The Lost Atlantis, Mrs. A. A. Knight; VIII. Quintilian's Educational Theory, Translation; IX. Foreign Notes.

THE POPULAR SCIENCE MONTHLY, \$5.00. With THE JOURNAL, \$5.75. Fifteen articles in addition to Editor's Table, etc. Teachers will be especially interested in The Darwinian Theory of Instinct; How Fungi Live in Winter; Cholera; A Project in Industrial Education; The Accurate Measurement of Time; A Naturalist's Excursion in Dominica; The Parental Foresight of Insects, and an editorial on The Conflict of Language Studies.

THE CENTURY, \$4.00. With THE JOURNAL, \$5.00.

The success of this monthly is unprecedented. The first edition of the March number is 190,000. This number is very choice. In addition to its interesting serials, etc., it contains: The Land of the False Prophet; The Planets and the Moon; and the war series. The latter are four in number: I. The First Fight of Iron-Clads; II. In the Monitor Turret; III. Watching the Merrimac; IV. Memoranda on the Civil War.

THE ATLANTIC, \$4.00. With THE JOURNAL, \$4.50.

The Charming serials are continued with undiminished interest. Brooks Adams has an article on The Consolidation of the Colonies. Sylvester Baxter's Plunge into Summer is a visit to Mexico. Henry A. Clapp contributes an article on Time in Shakespeare's Comedies. The reviewer examines Morse's John Adams, and Dr. Holmes' Ralph Waldo Emerson.

THE ST. NICHOLAS for March has not reached us as we go to press. We repeat what we have often said: Teachers who urge parents to procure this sterling magazine for their children are doing genuine missionary work.

### ILLINOIS NORMAL.

O. R. Trowbridge is so far recovered from ill health as to be again in school doing his customary excellent work.

Nathan A. Harvey, of the class of '84, reports everything pleasant and prosperous in his work as principal of the Pittsfield High School.

The Philadelphians had a valentine box February 14. It remains to be seen whether it was a day of fate to any who blushed and appeared surprised. It is said that one prominent member of the society received three proposals.

Prof. Seymour has begun a series of practical talks to Normal students at the time for "general exercise." How to extinguish fire, how to manage a school in a panic, and how to stop the loss of blood when a vein or artery is cut, are among the many topics for discussion.

The Wrightonians gave Tennyson's Dream of Fair Women on February 14. Prof. Stetson read the poem while ladies Milligan, Gildemeister, Gray, Stilwell, Stipp, Stewart, Thompson, McClove, and Walker, represented the nine historic beauties immortalized by England's poet laureate.

The seniors, under the direction of Pres. Hewett, are giving a series of lessons in illustrative science to a class of children from the Model School. Each member of the class is assigned his topic but is left free to select his apparatus for illustration and to teach the class. His method is then criticised by the rest of the class.

E. F. Parr, of the class of '83, High School, has resigned his position in the official management of the Bloomington Mutual and become a partner of W. A.

Crawford, also of the class of '83, in the management of the New York Mutual Reserve Fund Life Association whose "ad" may be seen on another page of the JOURNAL. "They do go up."

### PERSONAL.

Harold Smith, for several years the western agent of Ginn, Heath & Co., has taken a similar position with The Prang Educational Company. His work is almost exclusively with the educational side of drawing in public schools. His office is at 180 Wabash avenue, Chicago.

Miss Julia Eaton Clark, County Superintendent of Boone county, has driven, during the four school weeks of last January, 512 miles, an average of  $25\frac{1}{2}$  miles per day. She has not missed a day, although the weather has been intensely cold, ranging most of the time from 15 to 32 degrees below zero; and in addition to each day's journey, she has performed a day's work in the schools.—*Northwestern*.

The superintendent of the public schools of Bloomington, Ill., is Miss Sarah E. Raymond. She is descended from a noted Massachusetts family. She graduated at the Illinois Normal University in 1866, since which time she has been uninterruptedly engaged in school work. She has, as teacher, passed through all the grades of the Bloomington schools, from the lowest primary to the principal of the high school. Her work in this position was so highly satisfactory to the community and to the board that at the end of the year, the superintendent of schools having resigned, Miss Raymond was invited one step higher,—to take charge of the schools of the entire city,—which position she accepted, and began her work August 1, 1874, just six years after entering the teachers' ranks in Bloomington. This position she has since held to the general satisfaction of the city. Miss Raymond was the first lady appointed to the position of superintendent of city schools in the United States. Her success as an educator is almost unparalleled.—*N. E. Journal*.

### STATE NEWS.

Superintendent Hitch, of Pike, has published a catalogue of teachers and school officers of his county. It contains lists of books used in each school.

T. J. Loar, principal of the Auburn schools, gave an entertainment recently and netted fifty dollars to be devoted to a school library. The Auburn people were delighted with the entertainment. Mr. Loar is succeeding admirably.

Superintendent Smith, of Johnson Co., issued a New Year's greeting to his teachers, urging them to utilize their evenings in study. He announces the General Principles of Pedagogy as a topic that will be included in the examinations of 1885.

Mr. Bayliss, of Sterling, for many years principal of one of the city schools, but now an editor, recently delivered a lecture on "The Dime Novel." To this modern abomination he justly attributes a large share of the crimes that absorb the time of the courts.

Two bills are pending before the legislature providing that the districts shall furnish pupils with books and school supplies. They are likely to be strongly pushed, and perhaps one may pass. It is urged in behalf of the measure that it would end all trouble about uniformity and that the cost to the people would be much lessened. The books, etc., needed the first day will be on hand, so that there need be no delay for children to get them from stores which are often at a distance.

A bill has also been introduced requiring that the evil effects of alcoholic stimulants and of narcotics, be taught in connection with physiology and the laws of health.

The usual appropriation bills for the normal schools and the Industrial University, the State Laboratory of Natural History; also a bill for an appropriation to print the eighth volume of Geologic Survey of Illinois, are pending. The trustees of the Southern Normal ask \$170,000 for rebuilding. The proposition for another Normal school in the northern part of the state has not come to the front yet.

The report of the committee on legislation made to the Teachers' Association has been put into the form of a bill, and introduced into both houses. It is Senate Bill 114 and House Bill 28. Copies can be had of State Superintendent Raab. The friends of education must look after educational measures if they wish them to pass, and must not allow one good measure to antagonize another.

The following is from an Illinois exchange, and the superintendent is an Illinois superintendent:

The County Superintendent held his quarterly examination last Saturday. A large per cent. of the sixty-three persons who participated were advanced scholars of country schools. These aspirants to a teachership made some very amusing answers to questions. We were permitted to look over some of the examination papers, out of which we selected the following replies:

Brokerage is duty paid on articles broken in transportation.

Brokerage is one who fails in the transaction of business.

Invoice is price put upon an article by an officer.

Invoice is a tax on goods imported.

Rectangle is a figure formed by two lines uniting so as to form an angle. The larger angle is called the rectangle, the other the obtuse, thus the obtuse rectangle.

If a field is square, one-fourth of its area will equal the length, because it has four equal sides.

Invoice is so much per cent. on the dollar.

A rectangle is a square with three sides and three right angles.

Invoice is a per cent. allowed on goods of a firm that has failed in business.

Rectangle is a right angle triangle.

Area is the solid contents of any solid.

A rectangle is a perfect square.

Brokerage is one who is about to retire from business.

Prepositions, conjunctions, and interjections are the parts of speech which are inflected.

### CENTRAL ILLINOIS TEACHERS' ASSOCIATION.

The first meeting of the Central Illinois Teachers' Association will be held in the High School building, Bloomington, March 13 and 14, 1885.

#### PROGRAMME.

Paper, "Do we Need a Higher Professional Standard?" N. C. Dougherty, Superintendent of Schools, Peoria. Discussion of paper by M. Andrews, Galesburg; A. C. Butler, Beardstown; J. O. Leslie, Peoria.

Paper, "Culture and Life," Miss S. E. Raymond, Superintendent of Schools, Bloomington.

Paper, Hon. Henry Raab, State Superintendent. Discussion of paper by James Kirk, County Superintendent of Woodford county; Robert McCay, Wesleyan University, Bloomington; Dr. H. Rulison, Superintendent of Schools, Watseka.

Paper, "County Supervision," Col. F. W. Parker, Cook county Normal School. Discussion of paper by Dr. E. C. Hewett, President State Normal University; B. C. Allensworth, County Superintendent Tazewell Co.; A. J. Smith, County Superintendent Sangamon county.

"Examinations and Promotions." E. A. Gastman, Decatur. Discussion by S. Y. Gillan, Danville; M. Moore, Champaign; Geo. Blount; Joseph Carter, Peru.

Paper, Prof. Thomas Metcalf, Principal Training Department, State Normal. Discussion by J. W. Layne, Danville; J. H. Collins, Springfield; A. C. Rishel, Paxton; A. K. Carmichael, Fairbury.

#### FRIDAY EVENING.

Lecture, "The Unity of Scholarship." Dr. Richard Edwards, Princeton.

There will be four sessions, Friday p. m. and evening, Saturday a. m. and p. m. The musical talent of Bloomington will furnish ample music for each session. All leading railways will return members at one-third of regular fare. Board at the hotels will cost from \$1.25 to \$2.00 per day; but the citizens of Bloomington generously offer to entertain, free of expense, such as may notify Miss S. E. Raymond at once of their intention to be present. As there is no session Friday a. m., an excellent opportunity is given to teachers to visit the Bloomington schools, the State Normal, and the Soldiers' Orphans' Home.

I. W. Fitch has been visiting the Peru schools. The following from the N. Y. *School Journal* tells what Brother Carter has been doing in some directions. "In the basement of the school house are four work benches, each furnished with two sets of tools and a vise. A pile of lumber is in one corner of the room and a row of shelves in another. On the latter are arranged the articles made by the boys. Among the articles to be seen is a well-made stool of black walnut, a knife box, and a book case that no one need be ashamed to own. There are piled upon shelves and upon the floor many book cases, pen boxes, trusses, step ladders, sleds; a few tables, wash benches, saw bucks, brackets, and, as the auctioneer says, 'other articles too numerous to mention.' These articles, with few exceptions, were made well enough to sell in any store. The boys are also taught to paint their goods quite artistically. During the term thirty-five minutes a day is spent by the boys of the higher grades in this shop. From a small beginning made by a moderate outlay of money taken from the principal's own pocket, against the advice of the directors, and the prejudices of the people, this little workshop has become a source of amusement, of profit, of service, and of education to several boys. The directors and parents now encourage the work. The results have been an improvement in studies, in morals, and in thinking power, and an ability to make most anything out of wood that is undertaken to make. The directors now pay the bills of their own free will. The parents are delighted because 'Johnnie can make a wash bench for his mother,' or a 'flower stand for his sister,' or a 'saw buck for his father,' as well as a 'sled for his younger brothers.' The benches, lumber, and tools have thus far cost \$423.08. The directors have paid for it all.

Another room is fitted up for a girls' sewing room. Aprons, many pieces of fancy work, not a few stockings, and neat mending, are here on exhibition. The parents of the children buy cloth willingly in order that many a dress, apron, etc., may be made for mother or sister. With the girls, as with the boys, improvement, in all directions, is noticeable as a result of this work. After awhile the principal said he would have the boys sew as well as saw and the girls saw as well as sew.

Drawing from objects direct is much followed. The flowers in Botany are drawn. Working models are made of the school house, the coal house, or the well curb. Plans of houses are invented, figured out, and then drawn. Everything done is made as real as possible. In Botany a strange flower is no sealed mystery to these pupils. It is analyzed by every member of the class in a few minutes, and correctly. The pupils are taught to *think* and to *think in things*. Every room in this school has its own library of carefully selected boys' and girls' books. The reading books are used, to be sure, but these story books, books of travel and biography, of history and nature, are also used every day. The principal said the improvement made in reading, the thought power engendered, aside from the interest and information gained, well repaid him for the trouble and any outlay of money. The books were furnished by the directors, a board not so much superior in point of intelligence and wisdom to many hundreds of other boards. But the members of this one had evidently given their confidence to the teacher. Much more could be written about these schools as to their lack of harsh government and of senseless grind, but enough has been written to prove that industrial work is a possibility in any ordinary school and its result highly beneficial."

## MACOUPIN COUNTY.

Piasa has a literary society, and it is prospering.

Carlinville still takes delight in the old fashioned spelling schools.

The literary societies of Blackburn celebrated Long fellow's birthday.

Mr. John L. Hall, of the Shipman schools, is working up a subscription school.

Piasa has organized a Teachers' Association. Such meetings are numerous in the county.

Mr. H. H. Reaser has closed his engagement as teacher in the Bunker Hill Academy, and has returned to his home in St. Louis.

Rev. C. P. Wilson lectured before the pupils of the Bunker Hill Academy, on "Memory." It was instructive as well as entertaining.

The school directors and patrons have the chance to enforce the compulsory school law, but we have yet to hear of the first move in that direction.

The Staunton schools gave an entertainment for the benefit of the library of the school. It was a success. Their school has the best school library in the county.

S. V. Keller, the noted newspaper man, greenback reformer, temperance lecturer, preacher, etc., has been employed to teach a school at Kemper, at the "Bloody Island school."

Miss Rosa Reiniger, one of the most successful primary teachers of the county, gave an excellent entertainment with the little folks in Brighton. Her services are highly appreciated.

The school board of Bunker Hill are expecting to floor a portion of the basement of the school building, to provide a recess play-house during bad weather. This should have been done long ago.

Prof. Minton, of Blackburn University, has built and donated to that institution a fine observatory. Prof. Minton has been connected with the institution, as a teacher or otherwise, for twenty-five years.

Two of Brighton's former teachers, young ladies, were recently married: Miss Mary C. Feeney to Mr. Chas. L. Weeks, both of Bunker Hill; and Miss Lottie Pennington, of Shipman, to Mr. Frank Burton, of Bunker Hill.

Mr. H. L. Derr is constructing a printing press, for job work, at Chesterfield, and will carry on this occupation in connection with his ministerial duties. Formerly he was a teacher and a correspondent of THE JOURNAL.

The Staunton schools have an enrollment of 397 pupils, which is 100 less than last year. The compulsory law is of no effect in this town, where boys are put to work in the mines before they have learned to read in the third reader.

A. G. E.

## DEKALB COUNTY.

The graded schools of this county have a full quota of graduates this year.

Many teachers in our county for the past two weeks have been wading through snow and drawing pay. Sycamore school was the only graded school that adjourned during the cold weather.

We welcome the monthly visits of THE JOURNAL and would that it might be not only a link between its many readers in this county, but between the 102 counties of the state. There is not a county in the state, however small or large, but what is indebted to THE JOURNAL. Every acting teacher should aid in carrying out its suggestions. Though the contributions be short, like the enclosed, they are appreciated more than their absence.

The school examination of Feb. 6, held throughout the counties of Northern Illinois, proved a grand success.

in this county. We believe this is the first step towards a necessary and complete revolution in the school system, viz. grading our district schools and applying the best means to promote education. Truly it is something long needed and its value will be noted by parents, scholars, and teachers, who will heartily thank the board of education for generating and applying this move toward "educational progress." Truly the people of DeKalb county should feel grateful to their superintendent, not only for his influence and service in this undertaking, but for instilling new life and vigor into our teachers and schools, raising their grade, encouraging higher education by advising the attendance of students at the Normal University, and his sacrifice and labors in removing the ignorance and illiteracy of the age. Mr. Falbot is a graduate of the State Normal and has done honor to that institution in utilizing and administering what he there acquired.

#### MORGAN COUNTY.

Mr. Price is putting the schools of Chapin into a good working condition.

Superintendent Hamil holds an interesting meeting of the city teachers on the second Saturday of each month.

Miss Kate Sperry, one of the teachers at Meredosia, married a short time since, married, and is now living at Winchester, Scott county.

The teachers in the vicinity of Franklin, under the lead of Mr. Snow, are making talks and discussions by directors a good feature of their meetings.

Waverly has a society which enrolls as members not only teachers, but many of the citizens. The meetings are held on the third Saturday of each month.

The adoption of a course of study by many of our country schools has even thus early aroused much interest in educational matters. We have more teachers' associations now than ever before, and they are all well attended.

Superintendent Sevier is now closing his central examinations. As this is the first year of such work not all the schools are represented, but it is easy to see that the schools taking this work are doing better than ever before, and some that have not taken it now wish they had. A public meeting in the evening after each examination is a good thing, too, to open the eyes of parents and directors.

The regular County Teachers' Association has the following programme for March:

1. Music.
2. Roll call, responded to by quotations from Burns.
3. Explanation of the Illinois Teachers' Reading Circle, J. R. Jolly, Naples.
4. The Geography of Africa, with special reference to Gordon's campaign—a class exercise, J. R. Harker.
5. Exercise on the Constitution, judiciary department, W. S. Byrns.
6. Address, by Dr. E. A. Tanner, President of Illinois College.

#### BUREAU COUNTY.

A few of the teachers of this county visited New Orleans during the holidays.

Superintendent Miller is winning commendation from all quarters for his progressive work in the schools.

The Buda schools, under the management of J. F. Lyon, are getting on finely. There are more pupils, more teachers, a larger graduating class, and more interest on the part of the community, than for several years. The primary pupils attend only a half day, one grade coming in the forenoon and the other in the afternoon. At the weekly teachers' meetings in February, Abbott's "Gentle Measures" is the book read. All feel that the work is very helpful.

The Bureau County Educational Association met at the Princeton High School January 31. Minutes for the meeting of November 29 were read, after which came a discussion of the topic, "Scientific Temperance Instruction in our Public Schools." This was introduced in a paper prepared by Miss Helen Keyes, read by Miss Ada Morris, and was a plea for the introduction into our public schools of some special and regular temperance instruction. The fact that few were ready to take part in the discussion showed that the question is somewhat new, although the weight of testimony from those who spoke was decidedly in favor of making a specialty of the topic. The matter is deserving of careful consideration.

A half hour was devoted to the answering of the following questions:

1. What is the "new education," and how does it differ from the old?
2. What is the penalty when a teacher breaks his contract?
3. Should the word *than* be parsed as a preposition when it is immediately followed by the objective case?
4. Why do you invert the terms of the divisor in division of fractions?
5. What is order in the school room? Do the great lakes ever freeze from shore to shore?
6. How far shall we take our pupils in Arithmetic the first two years?

After a recess of thirty minutes the exercises were resumed. Mr. Alba Smith was called upon to speak on the topic, "How Shall we Teach Geography," which question the gentleman said he could not answer, although he could tell how he did it. This he did in such a clear, concise way as to commend his method to all. The importance of teaching local geography, and thoughts about making this one of the most interesting recitations were brought out by Miss Morrison and Mr. Finn. Mr. Lyon, principal of the Buda schools, gave a talk on teaching elementary sounds.

Before the close, a few minutes were devoted to miscellaneous topics. One teacher wanted to know of the best primary arithmetic, one full of easy, practical examples for the little folks. Ellis' Arithmetic was recommended; also a primary history by the same author. Best systems of drawing and map drawing, also were inquired for. This is a new feature but the result of the first trial showed that it may be made a helpful one.

Saturday proved a fine day; the attendance was large, and altogether, this was the best and most profitable institute of the year. The new plan of holding but one session was also a success.

Adjourned to meet in the same place on the last Saturday in February.

#### MONTGOMERY COUNTY.

Many of the county schools are closing. A short vacation will be given before the spring term begins.

Mr. Gallagher, who taught near Coffeen, gave excellent satisfaction. He is a worthy young man and we are glad to hear of his success.

The citizens of Witt are demanding that their school house be moved to town so their children will not be obliged to walk a mile through the mud.

The next Montgomery county teachers' meeting will be held in Hillsboro, March 28, the last Saturday. Prof. Robert Allyn, of the Southern Normal, of Carbondale, will be in attendance during the day, and will lecture the evening before. This will be the last meeting during this school year, and it is desired that there be a large attendance as there has been at all the meetings.

Superintendent Jesse C. Barrett says the schools of the county have never been carried on more harmoniously than during the past year. He attributes it to the Teachers' Institute of last summer and the teachers' association that has been so regularly held. The success of both of these is certainly due, in a large measure, to the untiring energy of our superintendent, Mr. Barrett.

GEO. SHERWOOD.

WILLARD WOODARD.

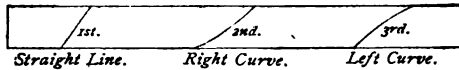
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Attention is called to the following of our Publications. Send for circulars.

**ANALYTICAL COPY BOOKS**

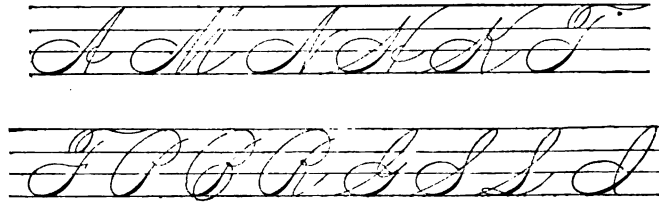
The NEATEST, BEST, and CHEAPEST series yet published. Prized for their simplicity and beauty of mechanical execution. UNANIMOUSLY ADOPTED FOUR YEARS IN SUCCESSION, by the Chicago Board of Education. Used, and giving great satisfaction, in many thousand schools.

The copies in books 1 and 2 of this series, except the 1st line upon each page, are intended to be traced with *pen and ink*, or with pencil by the pupils.

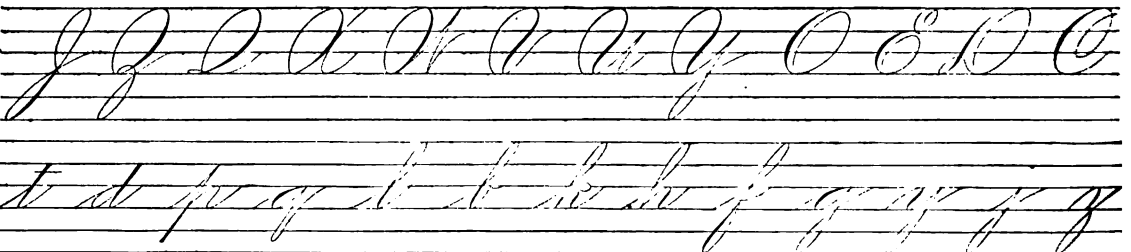
**The Three Principles of Letters.**

The teacher should place the copy upon the *Blackboard*, and explain the same *thoroughly* before the exercise in *writing*. Practice upon loose paper before using the book.

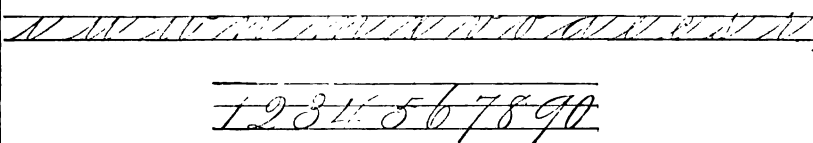
**Capital Letters** should be made three spaces in height. The small *a* is taken as a standard of measurement. The *Capital Stem* as it occurs in the above letters, should be shaded below the center. The oval should be about  $1\frac{1}{2}$  spaces in height.



The small *i, b, k, h* and *f* extend three spaces above the base line and cross at  $\frac{1}{2}$  their length. The small *f, j, g, y* and *s* extend two spaces below the base line. *Loop Letters* are  $\frac{1}{2}$  space in width.



The thirteen **Small Letters** are each one space in height, except *r* and *s*, which are  $1\frac{1}{2}$  spaces.



The *i, d* and *p* extend two spaces above the base line. The *p* and *q*  $1\frac{1}{2}$  spaces below the base line.

The small *a* is taken as the standard of measurement in regard to *height* and *width* of *Capitals* and *Small Letters*. A space in *height* is the *height* of the small *a*. A space in *width* is the distance between the two downward strokes in the small *a*. All letters are formed upon a *slant* of 50 to 55 degrees from the horizontal to the right of the vertical. *Connecting Slant* varies from 29 $\frac{1}{2}$  to 35 degrees. The usual distance between small letters is  $1\frac{1}{2}$  spaces, except in the *d, g, q* and *a*, where it is  $2\frac{1}{2}$  spaces. The dot of the small *i* and *j* should be one space above each letter. Cross the small *i* at  $\frac{1}{2}$  its height.

**Model Chromo Readers**, by J. Russell Webb.

**Student's Readers**, by Richard Edwards, LL. D., assisted by Henry L. Boltwood.

**Student's Readers in Parts**, for Supplementary Reading.

**Reade's Business Reader**, or, Manhood in Business.

**English Syntax and Analysis**, Simplified. Designed for use in Common Schools, High Schools, and Normal Schools, by Mrs.

M. D. L. Haynie, Prof. of Modern Languages, Illinois State Normal University.

**School Songs**, by C. E. R. Mueller, A. M., and O. Backman.

**Taylor's History**, by Edward Taylor, A. M.

**Model Arithmetics**, by Kirk and Belfield.

**Civil Government**, We have just issued a Civil Government of Illinois and of the United States, by Edwin C. Crawford, A. M., Chicago, Ill.

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He has the utmost confidence of his servants, the teachers. There seems to be unusual harmony between teachers and the superintendent.

The first term of the Litchfield schools closed with January. The examinations in all departments attest the fact that the work has been thoroughly done. Promotions were made in all departments. The schools have moved on very pleasantly, indeed. Several studies were completed with the term in the High School. The examinations were more searching than are the state examinations in the same studies. In the final examinations the following named pupils made the highest average in their respective studies: Zoology, Miss Nora Kinder, 100; Rhetoric, Miss Tempie Hoagland, 92; English Composition, Miss Carrie Chamberlin, 98; Physiology, Miss Nora Kinder, 100. The High School has an enrollment of 95 up to this time. The literary societies of this department had an entertainment recently which netted \$37.

The third meeting of the Montgomery County Teachers' Association was held in Nokomis, February 14, and was one of the most interesting of the year. Prof. E. A. Gastman, of the Decatur schools, was present and added much to the profit and interest of the meeting. His talk on how to train children was practical in the full sense of the word, and is calculated to do more good than any prepared manuscript would have done. The exercises of the day were of unusual interest. Those placed upon the programme did their work faithfully and well. Miss S. E. Graves read an excellent paper, "Shall We Make Teaching a Profession?" Mr. E. W. Strain presented a very good paper on the subject, "What Shall we do to Elevate the Profession of Teaching?" Among the other interesting papers may be mentioned "What Constitutes a Good School," by Miss Belle Middleton; "How we can Attain Our Ideal Excellence in Teaching," by C. A. Armstrong; "The Best Method of Teaching Decimals," by Mrs. H. Harvey. G. E. A.

#### JEFFERSON COUNTY.

The country schools of this county have been remarkably prosperous during the past winter.

Good reports are coming from all directions where the pupils of last summer's Normal institute are teaching.

The Mt. Vernon schools enrolled 727 pupils for January. Thirteen teachers are employed, including the superintendent.

Some of our wide-awake and energetic young teachers have succeeded in doing excellent primary work by the Phonic Word Method. So much for the fall institute.

The regular monthly meeting of the Jefferson County Teachers' Association was held on Saturday, January 31, at the high school building in Mt. Vernon, with a fair attendance. The exercises for the day were as follows:

A paper on "Proper and Improper Punishments," by Mrs. Rachel Pace; followed by a general discussion of the subject by members; A paper, "How to Create a Taste for Reading among Pupils," by Mrs. Viola Allen; followed by Mr. Porter and others in general discussion; "Care of School Property," an important topic, was first considered by Miss Florence Capps, after which, general discussion; A paper on "Science Lessons in Country Schools," by Miss Lydia Downer, was next read; Next one, on "Methods in History," by Miss J. E. Casey, which also elicited general discussion.

The meeting throughout was interesting and profitable. The next session will be held at the same place on Saturday, February 28, for which the following programme has been arranged:

"Teachers' Weaknesses," by H. P. Leavenworth, followed by Miss Cora Carpenter; "Duties to and from Patrons," by W. B. Phillips, followed by H. S. Lindsey; "Relative Importance of the Branches," by A. J. Free, followed by Miss Ada Moss; "Primary Geography," by Miss Amy Downer, followed by F. R. Ord; "The Teachers' Enemies," by W. C. Barnhart, followed by County Superintendent Williams. W. C. B.

#### WARREN COUNTY.

The vaccination order is creating quite a flutter in some schools, but in most is receiving little or no attention.

There is some talk of a local school paper in Warren county, but the plans, at the present writing, have not taken definite shape.

Roseville township holds well to her local teachers' convention. They meet quite regularly the second Saturday of each month.

The attendance at the schools throughout the county has been considerably affected by the cold weather and the roads blockaded with snow.

We notice rather a new departure in the reports of the Roseville school, furnished to the newspaper. Instead of the usual method of reporting those not absent or tardy, they report those absent or tardy.

Hale township had a convention at Barr's school house on the second Friday evening of January. Another is appointed for the second Friday evening of February, at the school house in district No. 1.

The school in "Barr's" district, Mr. Thos. M'Clanahan teacher, shows a good record. At last accounts there had been at least fifty present each day during the winter term. Mr. M'Clanahan has taught in this school eleven different terms. It would not be difficult, in the light of these facts, to frame an argument against the constant change of teachers in country schools.

#### ADAMS COUNTY.

J. F. Sites is teaching a fine school at Columbus.

J. L. Riley, of LaPrairie, is doing well in his school.

J. B. Thomas, of North East, is teaching one of the best schools in the county.

Robert Farrel is progressing in his usual good humored way. He has quite a collection of Botanical specimens.

The teachers of the county heartily approve the State course, and a large class will at once commence the work, on receiving instructions.

Walter Guthridge, of the class of '83, Clayton High School, is the only teacher who had a single pupil that spelled correctly every word out of forty pronounced by the County Superintendent on his visitation.

The patrons and teachers of the county show an appreciation of Superintendent Jimison's visits, as may be inferred from the hospitable manner in which he is entertained. He is doing for the schools a noble work.

There will be a class of eight young ladies who will graduate from the Clayton High School this year. Four of them graduated in the class of '83, and have since that time had two years successful teaching, and have in the meantime completed the course in Pedagogics.

#### ROCK ISLAND COUNTY.

Of the course of educational and scientific lectures, arranged by County Superintendent J. H. Southwell, the following were delivered on Friday evening, February 20: D. L. Morrill, principal of Moline High School, lectured at Andalusia, on "The School and the State;" H. D. Hatch, at Port Byron, subject, "The Hand and the Mind;" W. H. Hatch, principal of the Rock Island High School, at Milan, subject, "Books and Reading."

D. L. Morrill, principal of the Moline High School, has been elected to the principalship of the Von Humboldt school, of Chicago. While regretting very much to lose Mr. Morrill, the Board of Education, not wishing to stand in the way of this well deserved promotion, accepted his resignation to take effect February 27. Mr. Morrill enters upon his new duties March 2. He will carry with him the very best wishes of all, teachers, pupils, and citizens.



## To the Teachers of Iowa and Illinois.

# GRAND - PRIZE - ESSAY INTER-STATE COMPETITION.

ON THE TOPIC:

## THE VALUE OF CYCLOPAEDIAS IN THE SCHOOL ROOM, AND THE BEST MANNER OF USING THEM.

As a premium for the best essay on the above topic, the undersigned offers one full set of Johnson's Universal Cyclopaedia, in 8 volumes, Half Turkey Morocco Binding, at reduced rates, \$42. This is not only a most desirable addition to the library of any teacher, but it is also a work of the highest order. In evidence of this I append a few short testimonials:

Hon. A. R. Spofford, Librarian of Congress, says:

"Johnson's Cyclopaedia answers more questions satisfactorily than any other work of reference in the Library of Congress."

Prof. Geo. P. Brown, President Indiana State Normal School, says:

"We have several sets of other Cyclopaedias and six sets of Johnson's. We make more use of Johnson's than of any other, and probably more than of all others."

Prof. H. S. Tarbell, Supt. Public Schools, Providence, R. I., says:

"I know of no Cyclopaedia better adapted to the busy man who wishes also to be an intelligent one."

Prof. L. H. Jones, Supt. of Public Schools, Indianapolis, Ind., says:

"I believe Johnson's Cyclopaedia to be the best and most convenient work for constant use of any now before the public."

Prof. Richard Boone, A. M., Supt. of Frankfort, Ind., Schools, says:

"In the Frankfort schools there are nine sets of Cyclopaedias, and I have no hesitation in recommending Johnson's as being for all purposes, regardless of price and size, the best and most frequently consulted of all."

## IOWA AND ILLINOIS ENDORSEMENTS:

Rev. S. J. Buck, Professor in Iowa College, Grinnell, Iowa, says:

"The more I examine Johnson's the better I like it. There is no wonder that it finds so many purchasers at a price so reasonable."

M. W. Bartlett, Professor of English Language and Literature, Iowa State Normal School, says:

"For accuracy, clearness and conciseness of statement, and perfection in the bookmaker's art, Johnson's Cyclopaedia is all that one can desire."

Prof. C. C. Dudley, Supt. of the Maquoketa, Iowa, Schools, the best of judges, says:

"Johnson's Cyclopaedia stands without a peer, and the wonder is how such a prince of cyclopaedias can be had at a price so low compared with other more cumbersome, but really less valuable works."

Hon. Newton Bateman, LL. D., Pres. Knox College, and ex-State Superintendent Schools of Illinois, says:

"Johnson's Cyclopaedia impresses me as one honestly designed and successfully adapted to meet the needs and requirements of general readers, and to such I can and do heartily recommend it."

Prof. J. R. Harker, Principal of Whipple Academy, Jacksonville, Ill., says:

"I have used Johnson's Cyclopaedia daily in the school room for the last four months. We have, during that time, had access to Appleton's, Chambers', the People's, and Zell's. It is better than all of these put together. No teacher can afford to be without it."

## CONDITIONS:

1. The competition is open to any person actively engaged in educational work in the states of Iowa and Illinois. 2. The essays, consisting of not more than 1,500 words, will be prepared, signed by a fictitious name, enclosed in sealed envelope marked "Prize Essay," and placed in my hands on or before May 1, 1885. These envelopes will be opened only by awarding committee. 3. At or about the same time, each writer will place in my hands another sealed envelope containing his real and fictitious names. These envelopes will not be opened until after the award has been made. 4. The successful, or Prize Essay, is to be my property. All others will be returned to writer, if desired. 5. I have invited Prof. J. B. Young, Supt. of Public Schools, Davenport, Iowa; Prof. S. S. Kemble, Supt. of Public Schools, Rock Island, Ill.; and Prof. W. S. Mack, Supt. of Public Schools, Moline, Ill., to act as Judges.

This offer being made in good faith, and the subject one of importance, I invite the co-operation of persons interested.

(WESTERN OFFICE.)

**M. T. BROWN,**  
1708 Grand Ave., Davenport, Iowa.

 CORRESPONDENCE SOLICITED FROM ACTIVE TEACHERS. 



## PIATT COUNTY.

B. F. Replogle will return to Normal for spring term.

Samuel D. Magers will close his work as principal of the Milmine schools, March 6. He contemplates attending Normal as soon as his term expires.

Sad to say, our county association has not met since December 13. A lack of interest somewhere. Perhaps after a rest it will revive with more vigor.

Piatt is anxious to know the ranks of its country schools as compared with other counties. With this in view it will take the comparative examination prepared for the several counties in the State.

The January report of the Cerro Gordo schools shows an enrollment of 207, with 183 for an average daily attendance. Mr. G. N. Snapp, principal, is meeting with a decided success. His genial manners win him many warm friends, while his earnest work holds them.

The County Superintendent is examining the advanced pupils of our schools. Only those who take all the common branches are admitted to this examination. Those who make an average of 80, or better, are admitted to another examination at the county seat where they receive certificates, showing their ranks.

An earnest worker called home:—Miss Franc H. Hitchings, who succeeded Mr. Wm. R. Heath as teacher of the Galesville school, bid farewell to friends January 31, and passed to the land beyond the grave. Miss Hitchings had been with us but a short time, but by her industry and skill she showed that she was a worthy addition to the teaching force of the county.

S. D. M.

## CLINTON COUNTY.

At our last meeting, Superintendent Raab was present. The following are some of his ideas:

"Primary teaching is the most important. A strong foundation is needed for a strong superstructure. Primary teachers teach for eternity.

Methods, only two: 1. Pouring in; 2. Drawing out. Every teacher should ask every night, "Which have I done?"

Primary teaching, two parts: 9-10 Language; 1-10 Number.

Text-books cost too much—the best should not cost more than twenty-five cents. In primary teaching, tell stories—not good, goody stories, of good boys and girls, which are overdrawn, and do more harm than good, but really good stories—Old Testament stories. Sing appropriate songs and have gymnastic exercises.

Writing must have a good 8x14 slate, rag, sponge, and long pencils, and if the school boards will not furnish the latter, I would advise teachers to do so from their princely salaries. Rule all slates 5-4 of an inch.

Mr. Raab then divided his subject into ten sections:

1. Presentation and examination of an object.
2. Consulting about object.
3. Careful pronunciation of word representing object.
4. Analysis of word into its component element.
5. Combination of sounds into words.
6. Presentation of word as a whole in script.
7. Reproduction of word by pupil.
8. Writing of word by pupil.
9. Reading of word by pupil.
10. Formation of other words out of elements now learned.

After discussing each, and, with almost every one, saying, "take time, do not hurry, let the work be well done," he gave, in parting: "The teacher should never use a book. The very best a teacher can do is just good enough for the children. We, as teachers, shape the destiny of this nation. Let all work be well done."

Mr. Messick discussed "Number," and illustrated his methods with a class of children.

Messrs. Beattie and Raab discussed a course of study for ungraded schools. It is hoped that such a course will be adopted.

L. Messick is president of the association and J. L. Cook secretary.

## DU PAGE COUNTY.

All schools report a small attendance on account of the severe weather.

Lombard and Elmhurst are having an interesting time in spelling. Elmhurst seems to be ahead.

We never listened to a more interesting paper than that read before the Northern Illinois Teachers' Association, at Elgin, by Geo. Howland, Superintendent of Chicago schools, on the subject, "True Scholarship." We feel that if our first eight years of school life had been spent under his immediate supervision we would owe him a debt that neither kindness nor devotion could ever repay.

The teachers of DuPage county are beginning to realize their duty and feel their needs. The attendance at the monthly meetings shows it. We believe that in the history of DuPage county there never assembled so large a crowd of teachers on such a stormy day as met in the school house at Wheaton, February 7, 1885.

Superintendent Rassweiler called the meeting to order at 10 o'clock, after which Rev. Mr. Freeman led in the opening exercises. The secretary's report, read by Miss May Guilford, was unanimously adopted.

The class exercise, conducted by Miss Guilford, in which toy money was used, was a grand success.

Miss Jennie Frisbie, of Downer's Grove, read a very interesting essay.

Miss Yakely treated the subject, "Examinations and Promotions," in a clear manner. It was thought that a pupil's class record and his standing in examination generally coincide.

In the discussion on the subject, "Should Recess be Abolished," the participants (affirmative, Mr. Meck, of Naperville; negative, Mr. Van Siew, of Fullersburg.) seemed to thoroughly believe in recesses, differing only as to the manner of conducting them. The five minute method seemingly prevailed.

The afternoon session opened with the reading of a paper by Mr. Fleischer, of Downer's Grove.

President H. H. Rassweiler, of the Northwestern College, of Naperville, then delivered an address on "The Object and Method of the Recitation." He carried his audience with him every step. To us it brought back many happy recollections of his class room.

Prof. W. B. Powell's talk on "Language and Primary Reading" proved more than interesting. We are convinced that better work in language will follow.

The Association passed the following resolutions:

WHEREAS, In the death of our friend and co-worker, Miss Ida Thatcher, we are painfully conscious of an irreparable loss; therefore be it

Resolved, That we, The DuPage County Teachers' Association, hereby express our deep appreciation of her nobleness of character, her purity of life, and her earnest zeal as a teacher.

That we further tender to the family and immediate friends our heartiest sympathy with them in their affliction.

That a copy of these resolutions be inserted in the county papers and the *Suburban News*, and also sent to the bereaved family.

The agitation of the question to establish a Northern Illinois Normal school caused the following to be adopted:

Resolved, That the senator and representatives of the Fourteenth District are requested by the DuPage County Teachers' Association to do all within their power to secure an appropriation by the Legislature now in session for the establishing of a Northern Illinois Normal School.

After this the Association adjourned until the first Saturday in March.

Prof. A. R. Sabin, of Chicago, is expected to be present at the next meeting of the Association.

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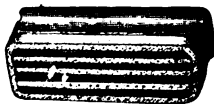
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## SPRINGFIELD.

Miss Mary Alma Anderson read an entertaining essay before the Authors' Club of this city, February 16, on the Greek Dramatists. Aeschylus' Agamemnon was read the same evening under her supervision.

Of all the cities competing in the State Fair examinations, Springfield was the only one last year to send in work prepared exactly according to the directions. Joliet ranks next, failing in one particular only.

Corporal punishment exists in a school in proportion to want of sense on the part of either teacher or pupil. The best teacher does not punish in any way. The best teacher is not a reformer. Ideal? By no means. There are such teachers in Springfield,—so says Supt. Feitahans.

There are some drawbacks in teaching in a capital city, especially this winter. A room used for recitations only was found occupied one noon, lately, by an embryo legislature, proceeding after the fashion of our present law-making but not not law-abiding occupants of the State house, voting, yelling, stamping, adjourning, etc.

The high school has been compelled repeatedly to dismiss two or more rooms at a time, during this cold weather. Rooms in the ward schools have also been obliged to dismiss on account of the cold. No child is permitted to stay outside the school-room in very cold or rainy weather. The principals are to be at their schools at or before 8 o'clock, to look after the children.

At the State Teachers' Association these two statements were made: 1. That teachers were compelled to study grammar to answer the questions of the County Superintendent in examination. 2. That Superintendents had to ask such questions in order that teachers might pass. It seems as if it would be better for some one to fly off on a tangent than to move in such a circle.

Miss Howard, of the high school, has been out two weeks from sickness and overwork. Mr. Helmle has also lost over a week already from the same reason, and is still ill. Mrs. Hopkins, of Carlinville, has been teaching as substitute. Four teachers in the high school have been sick so far this year. Of the three others, only one claims to be well, and that one walks four miles a day through all this cold and stormy weather, sleeps a great deal, and in the long run will not overwork.

What is the matter with the great State of Illinois? Why does she follow and not lead in educational matters? More normal schools are asked for, as in New York and other eastern States; more money for arranging exhibits, as in Madison last summer and New Orleans now, to be up with Iowa; more interest in the exhibits themselves that they may be something not to be ashamed of. Even in our reading circle, we follow literally after Indiana. What is the explanation of this? Shall we be third in producing corn and thirteenth in developing the mind?

EMILY A. HAYWARD.

## SENATE BILL, No. 104.

The following is Senate Bill, No. 104. It has been reported upon favorably by two committees, and ordered to second reading:

## A BILL

For an Act to amend Section 51 of an Act entitled "An Act to Establish and Maintain a System of Free Schools," approved April 1, 1872, in force July 1, 1872, as amended by Act approved June 23, 1883, in force July 1, 1883.

"Section 1. Be it enacted by the People of the State of Illinois, represented in the General Assembly, That section 51 of an act entitled "An act to establish and maintain a system of free schools," be amended to read as follows:

"Section 51. It shall be the duty of the county superintendents to hold meetings, at least quarterly, and oftener if necessary, for the examination of teachers, on

such days and at such places in the respective counties as will, in their opinion, accommodate the greatest number of persons desiring such examination. Notice of such meetings shall be published a sufficient length of time, in at least one newspaper of general circulation, the expense of such publication to be paid out of the school fund. The county superintendent shall, in no case, exact or receive any fee for certificates. If the county board of supervisors shall appropriate moneys out of the county treasury for the purpose of holding teachers' institutes, the county superintendent shall hold annually a teachers' institute, continuing in session not less than five days, for the instruction of teachers and those who may desire to teach, and with the concurrence of the State Superintendent of Public Instruction, procure such assistance as may be necessary to conduct the same, at such time as the schools in the county are generally closed: *Provided*, that two or more adjoining counties may hold an institute together. At every such institute instruction shall be free."

As will be seen, the foregoing bill, if passed, will repeal the Institute law of two years ago. We believe that that law has done more to promote the cause of education in this State than any other legislation during the last ten years.

The passage of Senate Bill No. 104, it seems to us, means the death of the County Institute. Experience proves that County Boards will not appropriate for Institutes. The average appropriation for the last ten years has been a little over seven dollars a county. The present law should not be disturbed. Teachers can well afford to pay one dollar for an examination, especially as they are thereby entitled to free tuition in the Institute. If our readers will note carefully the conditions under which Institutes may be held if this bill should become a law, we believe that nineteen-twentieths of them will earnestly petition the Senate to refuse to pass it. Read the bill carefully and then write to your Senators your impressions.

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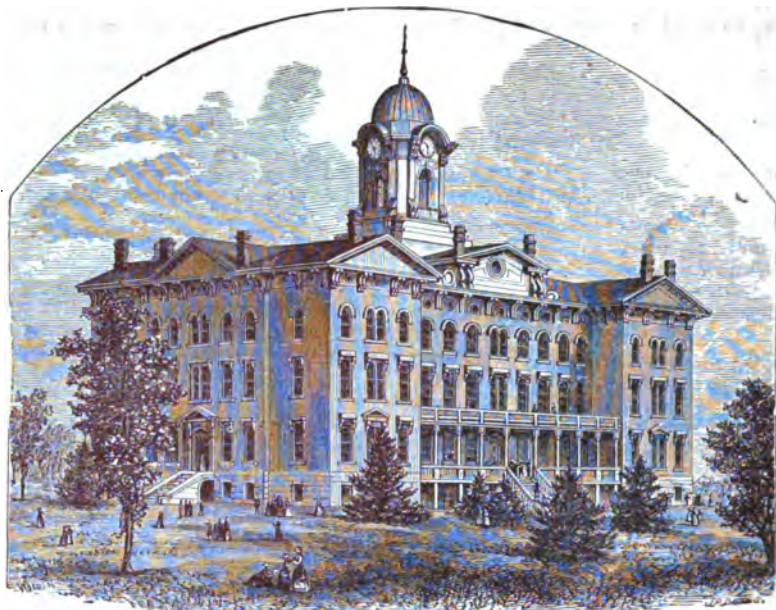
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# ILLINOIS SCHOOL JOURNAL.

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WHOLE No. 48.

## PRIMARY WORK.

BY SOPHY G. KENYON.

### III.

#### READING.

The children whom we have been leading through the first steps in reading have now reached the place where print is as familiar as script, and where they enjoy reading, not alone for the interesting manner in which the lessons are presented by the teacher, but also because they begin to realize that they are not now dependent upon others for the stories which it has been their delight to hear. The way to Story-land is opened to themselves and they are eager for exploration. It is the teacher's duty to implant in these inquiring minds a love of reading and a desire for the information to be gained by it, as well as to show that the gratification of this desire lies in their own power. The introduction now of supplementary reading will be found helpful, as the sight of new books and pictures inspires the little ones with a desire for investigation; but care is necessary in placing this reading matter in their hands, for if no discrimination is used in the selections, difficult and unfamiliar words will occur, which of necessity will be stumbled over, causing dullness and inattention in the class. This kind of sight-reading, persisted in, will ultimately defeat the object in view and lead back into the old rut, where, with the lesson unprepared, each child stupidly blundered through his own paragraph, to him as meaningless as if written in an unknown language.

Sight-reading, when judiciously used, furnishes a delightful pastime, and the means

of more rapid mental development, by widening the range of the children's reading, which, under the old regime, was confined entirely to the first reader used in class, neither teacher nor children imagining that anything else could possibly be tried. To make sight-reading effectual, the lessons in one reader, or selected ones must be thoroughly learned. Children will not become tired of a reading lesson if its dress is often changed, which can be done by the use of the black-board, or slate and pencil. After this lesson is properly mastered, if one containing similar words in another book be given, it will be read with ease and delight, for, with no difficulty in pronouncing words, the interest is centered in the story, and no effort on the teacher's part is needed to hold the attention of the class to the end.

The progress in written work must keep pace with the reading, for as the ability to recognize words at sight increases, so should aptness in producing and reproducing them with the pencil; and if the seat work for the day is prepared by the teacher before opening school the little heads and hands can easily be kept busy. Work at the seats must be varied often, after each recitation, if possible, or if it is necessary to continue the same work, two or three minutes should be spent in recreation—singing, marching, counting, giving sounds, almost anything that will give change of thought and position. A few of the kindergarten occupations introduced in first-year work will be found almost invaluable, as, after a short time spent in arranging forms with sticks, rings or tablets, work on the slates is continued with renewed vigor. Written work

should be almost entirely in sentences, as this is the practical test of spelling, and as soon as the children can form the letters from memory, a spelling lesson consisting of one or two sentences can be prepared each day. This is written on the board by the teacher, and copied by the children, or written by the latter from the print in their books, and afterwards reproduced from memory. If the teacher can find time to mark this work as carefully as that in a more advanced grade, she will soon find that her first-year pupils very rarely begin a sentence or a proper noun with a small letter, while such an error as the use of a small *i* for the personal pronoun is unknown. During this year the work is confined to short sentences, changing forms, filling blanks, and the like as noticed in the last article.

A pleasant and useful exercise is a picture story. When a new lesson is assigned, the children are told they may write on their slates all they can see in the picture, and bring the story to the class at the next recitation. When the work is shown it will probably read thus: I see a man. I see a dog. I see a rabbit. On the board these sentences may be combined to show the use of the comma, and afterwards copied in this form by the children. A little exercise in marking sounds furnishes variety in seat work, and children readily learn to mark long sounds and silent letters. A teacher should be on the alert for every opportunity of combining sounds into words, as with nearly every new word which occurs in a lesson several others resembling it may be taught, and will be much more easily learned in that way than when introduced as isolated ones.

Example: A new word in the lesson is *sail*,—the teacher makes it on the board, then changes it to *pail*, *mail*, *rail*, *nail*, and *fail*. Word building is not the sole object in this; with it comes the cultivation of the ear in distinguishing vowel sounds, which is so necessary in correct pronunciation, but so sadly neglected that scores of children, after spending two or three years in school, cannot detect the difference between such sounds as short *a* and short Italian *a*, or short *o* and broad *o*.

A few minutes spent daily in pronunciation is an excellent exercise, and for this purpose lists of words may be prepared and used as needed.

These lists can be found in any good language book, arranged according to the vowel sounds. In the second year the work is carried on in much the same manner as before, although more attention is given to the lesson as a whole, and less to single words, for the children can now learn the words at their seats, without help from the teacher, and thus leave the greater part of recitation time to be spent in gaining the thought and expression of the lesson. The preparation of the lesson at the seats should be insisted upon, that the children may come to the class prepared to relate clearly and concisely the story to be read, or to bring it on their slates in the form of answers to questions which have been placed on the board by the teacher. Take for an example of this grade of work the story of the "Tall Chimney," in Appleton's Second Reader. When the class is in position, a child is called upon and tells the story of the man, who, through the carelessness of a fellow-workman is left alone on the top of a tall chimney, with no means of lowering himself to the ground, and who is saved by the presence of mind of his wife, who calls to him to ravel his stocking. By means of the yarn thus obtained he draws up, first twine, then the rope. Instead of having the story told in this way, it may be given in answer to the following questions on the board: What were the men building? What happened when it was finished? Why did they not use a ladder? Who thought of a way to help John? What did she call to him? How did he let the yarn down to the ground? Did the men below tie the rope to the yarn? What did John do with the rope when it reached him? The answers are given in complete sentences, read from the slates, if prepared before the lesson, or given orally and written for the next recitation.

Difficult words are now read from the board. Such words as *touch*, *friend*, *toe*, *yarn* and *bright* are separated into sounds and written with diacritical marks. After the lesson has been thus intelligently considered, it will be read easily from the books, the children giving the expression according to their understanding of the story. Definitions and synonyms are given as, "the men below **stand** in silence"—meaning of silence given, and the sentence read. (The men below **stand**

without speaking.) "Begin at the toe!" The sentence is read using commence for begin. The chimney is compared to a light-house. Children tell the use of the light-house, its appearance, etc. The use of the apostrophe in contractions and possessive forms is dwelt upon. The use of quotation marks may be developed by having one child read the quoted words and another the explanatory ones, or a child read the words in quotation marks, omitting entirely the remainder of the paragraph. This soon leads to the reading of such sentences as if they were the reader's own thoughts. For seat-work in connection with this lesson the teacher places on the board: — wife was there. The — danger was great. Children complete the sentences, using John's and man's. "Ravel your stocking," called his wife. This is copied with quotation marks, exclamation point and period properly introduced. (These sentences after being examined by the teacher may be written from dictation.) Children select and write the nouns in the lesson. From selected words they write sentences of different kinds.

Much of this work may be done on paper, as the children are now old enough to write neatly without spaces, although the slate-work is still written in spaces, and the sentences pronounced for spelling should be written in copy-books or on spaced paper. Sight-reading is continued and increased in this grade, not being confined to readers, but embracing suitable story-books and papers if such can be obtained. "The Book of Cats and Dogs," and "Friends in Feathers and Fur," lately published by Appleton, furnish instructive reading within the means of any child. A story read by the class or by one child sometimes furnishes a lesson for the next recitation by having the children write all they can remember of it. This drill in writing and relating stories, if continued day after day, must result in the training of intelligent readers and talkers, made so by their ability to express orally or in writing the thoughts gleaned from books. The introduction of this language-work in the reading lessons of this grade furnishes enough seat-work, in connection with number and general exercises, to occupy fully the school hours, and leaves little

time for an interested pupil to spend in mischief.

Children are not perfect beings, and no teacher, be she never so enthusiastic and capable, finds her days all sunshine; but if she furnishes plenty of work, varied by pleasant physical exercise—gives encouraging smiles and words in return for earnest effort, she will find little reason to sigh—

"Satan finds some mischief still  
For idle hands to do."

### A FEW SELECTIONS FROM POPULAR TEXT-BOOKS.

BY SILAS Y. GILLAN.

"The action of the siphon is due to the inequality of air-pressure on its ends."

If so, would not the liquid move toward the higher level?

"Two constant forces that are unequal will cause a curved motion."

Is the statement true?

"In the southern hemisphere the sun casts all midday shadows toward the south."

How is it at Cape St. Roque, on Christmas?

"The pressure on any part of the side of a vessel is equal to the weight of a column of the liquid having for its base the given part of the side, and for its altitude the perpendicular distance of the center of gravity of the part below the surface."

Does the above combination of words mean anything? If so, what?

"The depth of a well may be found by dropping a stone into it, and multiplying the number of seconds occupied by the stone in reaching the bottom by the velocity of the sound!"

!!!

"The declination of a star is its meridian distance from the equinoctial, and is equal to the difference between the altitude of the star and of the equinoctial, each taken on the meridian. If the altitude of the star is the greater quantity, the declination is north; if the less, south."

Should the observer in Lat.  $40^{\circ}$  N. apply the above rule to a star whose polar distance is  $10^{\circ}$ , what would he get as the star's declination?

One author in discussing the hydrostatic press, says: "The pressure exerted by the pump is increased as many times as the area of a cross-section of the larger cylinder is greater than that of the smaller."

When will the writers of text-books stop using "increased as many times" and "times greater than"?

"The intensity of light varies inversely as the square of the illuminated surface."

What words should be stricken out to make the statement correct?

"The intensity of the illumination of a surface varies with the inclination of the rays of light by which it is illuminated."

Does not this convey the false notion that slanting rays give less light than perpendicular ones?

"Tenacity is a variety of adhesion."

Does it hold together like or unlike molecules?

The above selections are taken from textbooks in common use, and they are all good books—better than many that contain fewer errors. It is well, perhaps, that the pupil should be placed among pitfalls, lest he should become over-credulous. The skillful teacher often purposely leads a pupil into error. The wholesome exercise of getting up again far more than compensates the pain of falling.

The pupil who has in hand a recent publication on elementary physics which teaches that of several jets issuing from the side of a vessel the lowest will have the greatest range, and which emphasizes the statement by a figure representing it so, will receive more training in the ability to think for himself by trying the experiment and proving the book wrong than would result from using a faultless text. Perhaps it is well to retain even such expressions as "water rises," "liquids tend to seek their level," "the center of gravity seeks the lowest point," "the heated air rises," "water rushes in to fill the vacuum," etc., for they serve at least this useful purpose: They are ear-marks of a former age, in which our ancestors attributed volition and personality to everything that manifested physical energy; and so, like the words *gas* and *crucible*, they give the student a glimpse of those primitive ideas which were entertained by the alchemists and the old philosophers, before men had learned that nothing moves until either pushed or pulled.

Education as an art is based on the nature of the being educated, and hence the devising of a true method of school education involves a knowledge of the educable nature of children and youth.

## NOTES FROM THE DIARY OF MISS GOODSENSE.

BY E. L. WELLS.

### III.

I was stopping last night at the house of a school director. In the evening, Mr. J., a teacher, came to apply for the school for the winter. I think this director is unlike many others I have seen, for he asked other questions than, "What do you ask?" and "Have you ever taught?" I was quite surprised at the answer of Mr. J., but, after thinking of the matter, I am inclined to believe there are other teachers like him. Some of their conversation was like this:

"How would you grade a country school?"

"I never have done that; I didn't know it has to be done."

"What method do you use in teaching beginners to read?"

"I always teach the A, B, C's first; then the children can spell the words to help in their reading."

"What language work do you give your pupils?"

"I never gave any."

"Do you have supplementary reading for your pupils?"

"I don't know what that is."

"How many institutes have you attended?"

"Not any."

"What educational journals do you read?"

"The Normal and Business College Quarterly, which is sent to me sometimes."

"How many schools have you visited this year?"

"I visited Miss Willing's school once or twice a week last summer."

"How many days do you teach for a month?"

"I think the law says twenty, but I am not sure."

"What holidays will the law give you this winter?"

"I think Christmas and New Year's days and the week between, but I am not positive."

"What books on pedagogics have you read?"

"I don't know what they are?"

"What have you read of Shakespeare, Tennyson, Longfellow, Dickens, or Scott?"

"I don't remember anything, but I think I have seen some of those names in the Fifth Reader."

"What have you read of late of Chinese Gordon?"

"I saw his name in the *Weekly Endeavor*. I think he is some great Chinaman."

"What is your object in teaching school?"

"I can get more money, and it is easier work than to cut cord-wood in the winter."

"Do you think this district will hire you?"

"I think not."

This Mr. J. makes me think of Miss K., who once applied for the school in our district. She had a number of testimonials, which she expected would give her the position. One of them read, "Miss K. thinks she is qualified to teach a good school." I heard the man who gave it say that Miss K. expressed herself as very thankful when she received it, and that he was too kind to her—much kinder than she deserved. I hardly know how to estimate testimonials. It seems that most of them have many words that don't mean anything. Sometimes a single line seems to mean a great deal. I once saw a testimonial stating that a certain person was qualified to teach in any school in the State, and within an hour I heard the man who had signed that testimonial say that that person was not fit to teach in any school.

Undoubtedly proper testimonials are helps to young teachers, but I have noticed that often the poorest teachers carry the most testimonials. I wonder if Mr. Gastman, Mr. Freeman, Mr. Seymour, and other such educators that I have seen at institutes, would ever think of filling their pockets with testimonials, and if they would so frequently show them or send them by mail, with any of the satisfaction of Miss K.

And yet I think likely if these men were going to some foreign country, they would take some letters of introduction, which undoubtedly would be testimonials as to their attainments, character, and position. I shall have to think further on this subject, and to ask some one of more experience about it.

Miss L. is a very industrious teacher. She makes tatting while she hears recitations; embroidery while her pupils are learning their lessons; she reads magazine stories during

recesses, and in many other ways she improves her time, if not the time of her pupils. But I have known her three or four years, and she never has taught two terms in one district. I don't see why it should take her so long to find the reason why.

I recently visited Mr. M.'s school. He has a peculiar way of stroking his beard. He has a nice, long beard, and he strokes it so slowly, so kindly, and so often. I think he must have done this five hundred times during the afternoon. I have noticed that many teachers have their peculiar habits. One walks the floor; another is cemented to his chair; another carries a ruler under his arm; another cuts the air with a switch; another twirls a pencil, and another bites one; another says "Yes" and "No" after the answers of his pupils. I think it would be well for such teachers to strive to overcome such habits; but these do not seem to me to be so bad as to ape some one else.

When at the institute I saw Mr. Edwards stamp his foot to emphasize his language. I could see the way was his own, and I liked it; but when at other times and places I saw several of his students do the same, I didn't like it.

I visited Mr. N.'s school yesterday. He had written a long list of rules, which were posted in the school room. Some of them were read to the pupils on the first morning of the term, and others have been added since. I noticed that many of them were broken during my visit. The teacher seemed to be more lenient to the pupils because I was there. I think he will make up for it to-day. Some of the rules were such as to remind me of the bean story told by Mr. Hewett at the institute. It seems that some pupils had harmlessly used beans in their number work for several days. The teacher thought one day of the evils which might arise, if the pupils should put the beans up their noses, and she made a rule against it. In a short time, that afternoon, every pupil in the room had broken the rule.

Mr. N. came to this county quite recently, and was not at a late institute, or he would not have a long list of rules in his school. Something happened there that would have set him to thinking.

Dr. Sewall was talking upon school management one day, and he said he wouldn't have

as many rules as some teachers—he wouldn't have more than twenty or thirty for the first day of the school. He mentioned some of the most important, as: for pupils not to communicate without permission of teacher; for pupils to perform the work given them in the assigned time; for pupils not to speak to the teacher while he is hearing a recitation, etc.

After he had finished his talk, the county superintendent asked him what he would do in a case like this: A boy has been given a certain work to do in writing with a lead pencil during a certain recreation. The boy commences his work promptly and cheerfully. He breaks the point of his pencil. He cannot ask another boy for a knife, nor can he borrow another pencil. He cannot speak to the teacher during that recitation, and he must do the work in that time. The Dr. scratched his head, and after a while asked the institute what he should do. One suggested another rule; that every boy should carry a knife in his pocket; another a rule that every boy should have his pencil sharpened at each end; another a rule that every boy should have his pockets filled with sharpened pencils. And the Doctor agreed, and said he had probably erred; that twenty or thirty would not be enough to start with.

Without further suggestion most of the teachers took in the situation, but one or two said they still thought the Doctor's estimate was high enough at first.

### TEMPERANCE EDUCATION.

BY MARY ALLEN WEST.

In five States—Vermont, New Hampshire, Michigan, New York, and Rhode Island, enrolling one-seventh the pupils in the public schools of America, laws are in force making the teaching of physiology and hygiene, with especial reference to the effects of alcoholic drinks, stimulants, and narcotics, obligatory in all schools receiving public money. Similar bills are now before the legislatures of Massachusetts, Pennsylvania, Missouri, Illinois, and before congress for the schools of the District of Columbia and of the territories.

This wide-spread movement had its origin in the mother-heart, which thus seeks to guard

its children. The mothers have a right to demand this protection for their children. For every child in our public schools, some mother has gone down to the gates of death. Children thus purchased are too precious to be transformed into drunkards or drunkard's wives. The demand is reasonable. A knowledge of the actual effects of stimulants and narcotics, learned before bad habits are formed, would prevent thousands from forming these habits.

A lady in this State called on a banker and asked his endorsement of the temperance education bill. "Yes," said he, heartily, "I will endorse it. I would give every dollar I have in this bank if I had received such instruction as you now propose to give, when I was a child. It would have prevented my learning to use tobacco; but now I am a slave to it."

As many fall into temptation through ignorance as through appetite. The demand for such instruction is based upon the relation the public school holds to the State. The work of the public school is to prepare for citizenship. This is true everywhere; in States formed out of the Northwestern Territory the obligation to do this work is especially binding. One of the two conditions upon which this territory was ceded to the General Government is that "Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged." This condition is binding on these State Governments to-day, morally and legally, for every one has accepted it, in its Territorial and State constitutions; it could not in honor have done otherwise.

By this condition what kind of schools are to be forever encouraged? Clearly those whose teachings tend to "religion, morality and knowledge." Moral training is thus recognized as quite as important in training for citizenship as intellectual training.

To fulfil the mission for which it was created, the public school must give such training as fits its pupils to perform their duties as citizens, and warns them against whatever antagonizes good citizenship. Prominent among these antagonists is the drink habit. Against this an especial obligation rests upon the State

to guard its children, since it is the only one which the State fosters. So long as, by licensing the dram-shop, the State throws around it the sanctity and protection of law, it is bound, in honor, to protect its children against the natural effects of this action, or stand convicted of spreading nets for the destruction of its own children.

This answers the question: "Why do you demand *temperance* teaching, enforced by law, any more than the teaching of truthfulness, honesty, or any other virtue?" Lying and dishonesty have not the protection and sanction of the law, as that which leads to drunkenness has.

The industries of the State demand such teaching in public schools. The strongest endorsements of the measure come from manufacturers, who base their endorsement on their belief, resulting from experience, that such teaching in public schools would prevent thousands from forming the drink habit, which they all rank as the worst antagonist to industry. Were all men and women drunkards, the world's work must stop; it is hindered in exact proportion to the prevalence of the drink habit.

Such statesmen as Bismarck, Bright, Gladstone, Lincoln, Sir Wilfred Lawson, Count Wollowicz and scores of others, agree in testifying to the evil effects to the State of the drink habit among its citizens. Such physicians as Dr. Rush, Carpenter, Ure, Christison, such scientists as Erasmus and Charles Darwin, Prof. Youmans and Baron Liebig, tell us what are the physiological effects of alcoholic drinks and tobacco. It is what they teach we would have our pupils know.

### TOADYISM AND TYRANNY.

BY HENRY C. COX, PICKARD SCHOOL, CHICAGO.

The toady is a tyrant. Cringing to his superiors, he bullies his inferiors. With no words too honeyed for those above him in rank and position, there are none too coarse for those below. With no tones too soft for those to whom he is beholden, he can command none too rough for those beholden to him. Suave, deferential, apologetic in the presence of those from whom he obtains his

lease, he is uncouth, sarcastic, arrogant toward those whose lease is obtained through him. A Uriah Heep in addressing those to whom he looks for preferment, he is a Bumble toward those whose preferment is to be obtained through him.

If this toady is foreman in a manufactory, he crouches before his proprietor and wrings his hands in the deepest humiliation; but in the presence of the hands he blusters and swings his arms like a Sullivan. The boss of a section gang exemplifies this fellow among those who labor with their hands. No language is too coarse or brutal to pour upon the heads of those who tug and sweat; none too fine and gracious for those who divide dividends and rear palaces.

But he is not confined to the work of controlling hands on railroads and in shops. He is sometimes chosen as a teacher of youth, occasionally to the position of principal, and cases are not wanting in which he stands forth as superintendent. If a teacher he woos the principal with sweet words and terrorizes the pupils with vinegar scowls. If a principal he smirks, and bows, and apologizes before the superintendent, and frowns and struts and blusters before his teachers. What a God, in his own estimation, does he become in the presence of his teachers and their pupils! That one of them should hold an opinion not authorized by him is an offense that smells to Heaven. That in the presence of his superintendent he should hold an opinion at variance with that of his chief, has never entered his head. If this toady chances to be a superintendent, he divides his time between trying to prove to the Board of Education that wisdom will die with them, and to the principals that they are but one remove from idiots.

This character, like vice,

"Is a monster of so hideous mien,  
That to be hated needs but to be seen,"

but, unlike it, familiarity never leads us to pity nor to embrace.

It might be mentioned in passing, that one could show that the tyrant is a toady; and, while there would appear a few historical exceptions, the general truth could be proved. Carlyle never toadied, because he never saw any one whom he would admit to be his superior. Other examples might be cited.

But the cheering fact about this matter is that the great body of those engaged in the instruction of youth are neither toadies nor tyrants. The number who are is thought to be enough to call forth this brief notice; but those who hold the name of teacher, are, for the greater part, devoted to the work of their calling. If in charge of departments, through their manifest interest in those under their care they inspire their pupils to endeavor in their own advancement; they counsel and urge and impart something of their enthusiasm to those they teach. If principals, they encourage rather than chide; improve rather than make over; lead rather than drive; counsel rather than scold. They show themselves critics rather than cynics. If superintendents, the same "permanent and persistent attitude of their souls is toward the highest good" of the youth of their cities. Thoroughly conversant with the duties of teachers and of principals; knowing by experience their trials and discouragements; knowing, too, how these trials are to be met, and these discouragements are to be overcome, they hold up the hands of their helpers with sympathy, direct them with counsel, and inspire them with enthusiasm.

For all of which let us be truly thankful.

### COMPARATIVE IMPORTANCE OF PRIMARY WORK.

BY DAVID W. REID.

In education, as in dress, when the fashion sets in any direction, it seldom stops short of the extreme.

Of late years the attention of educators has been directed more than ever before toward the primary room. From the time when it was commonly thought that anybody could teach a primary room, we have come by rapid strides to the time when the real difficulties of primary work are recognized and preparations made to overcome them.

This state of affairs has arisen partly from a change in the view of the nature of true education and partly from a better understanding of the needs and capabilities of childhood. As these become more generally recognized, a new enthusiasm is awakened on the subject of primary education; earnest, capable teachers are sought, and higher wages are paid them;

new methods of instruction are devised, and better apparatus is provided.

We do not assert that the primary room attracts more attention and support than it deserves, but merely ask the question, Does it not obtain, in the more advanced schools more than its proper share of consideration? Does it deserve to be ranked in importance with the grammar, or intermediate grade, as an equal, to say nothing of its claim to superiority, especially over the latter?

Yet this claim is recognized. Teachers when visiting other schools are more likely to spend their time in the primary than in the intermediate rooms. Compare the appliance of a well supplied primary room with that of an intermediate room of the same building. It is no uncommon thing to find a primary room well fitted up with pictures, charts, and handsome cases full of primary and Kindergarten material, while in the intermediate room a box fitted into a corner contains all that is thought necessary to help carry on the work of that grade. A principal often finds it easier to obtain five dollars for his primary room, than one for use in intermediate or grammar grades.

The degree of importance attached to primary work is well shown by comparing the immense audiences attending the meetings, at Madison, last summer, in which primary and Kindergarten work were the topics, with the comparatively small number that found their way to the places where intermediate work was announced for discussion.

Is it because the first year's work is of more importance than the fourth or fifth, that it is considered of more importance to obtain a good primary, than a good intermediate teacher? Granted that many rare qualities are required to make a good primary teacher yet, whatever may be necessary to make a good teacher for a given grade, is not the old theory still correct, that a good teacher will do the more good, and a poor one the more harm, the higher the grade in which she works? "As the twig is bent," etc. Yes, but a bent twig can be straightened. It is not so much the bending of the twig as of the sapling that determines the form of the tree.

The importance of the correct training of childhood cannot be overestimated, but let



is remembered that childhood does not end as soon as children learn to read and write a title, and lose their pretty childish ways. The capabilities of childhood should not be diminished by three or four years of successful training. The younger the child the more easily he is influenced, but the less that influence goes to make up his life character. And as to the matter of learning, if a portion of the child's time is saved and his powers developed earlier through the efforts of a skillful teacher, valuable as the time is, it is but a child's time, and is of much less value than the same amount saved five years later.

The value of good primary work is not underestimated, but the greater importance of intermediate and grammar school work is in danger of being overlooked.

### THE VALUE OF READING CIRCLES.\*

BY N. C. DOUGHERTY.

From all sides there comes a demand for a higher standard in the teacher's profession. Teachers and public alike are beginning to understand that the work of teaching, like every other profession, requires special preparation. The young teacher, as he enters the profession, should possess both a knowledge of what he is to teach—he should be a scholar—and also of how he is to communicate this knowledge—he should be a teacher. To this end Normal schools are being established all over the land, and it is hoped that they will gradually bring about a raising of the general conception of a good teacher, and offer material aid in realizing that higher ideal. But there are needs which the Normal school cannot meet. There are teachers now in the work who are beyond the reach of the Normal school, and doubtless others will come in lacking the needed professional instruction. It is the part of wisdom not to wait till these evils shall all be corrected by the slow spreading of general and special education, till the present generation of perhaps imperfectly-taught teachers shall have died off and their places shall be filled with a new generation, well prepared in the training schools. Every possible means should be employed to reach those who are now teaching, and to encourage them to carry

forward their own education. The institute is a means for accomplishing this in part, but for broader culture, including with professional study philosophical, historical, literary pursuits, there is necessary some such organized effort as is found in our proposed Reading Circle.

With all its shortcomings, with all its danger of superficiality, a reading club may be a means of great good. This good is shared, be it observed, not alone by the young teacher who feels the need of supplementary study, but also by those whose professional education has been of the best, and even by teachers of long experience and acknowledged standing. Never does the teacher come to a complete mastery of his theme. There is always work to be done. And into the field of the unknown he should ever be pressing. He should constantly be increasing his store of technical knowledge—gaining a fuller command of his business. And he needs, too, that intellectual culture and standing which is gained and held only through regular habits of study. The teacher should never cease to be a student. In both these aims he will find material help in the Reading Circle. Its special benefit lies in the fact that it substitutes a systematic course of study for the desultory reading which the majority of members would otherwise pursue, thus securing to each the great advantages arising from regular, methodical work. Each member sets out from a definite starting place seeking to gain a definite object by logical, definite means. He pursues a regular course of study arranged to correct and increase his professional knowledge, another to widen his historical field of view, another to let him into some of the secrets of science. His work is arranged for him by those who have given much study to the matter and who have special fitness for the task. In a word, he enjoys all the advantages of well-directed, methodical labor over haphazard reading. A feature not to be overlooked is the opportunity for mutual aid afforded by the occasional meetings of the local club. Each member, after his private study, has the benefit of the ideas and attainments and difficulties of others. He meets with others to talk over what he has been reading, and thus he may remove difficulties for others and get light in his own dark places

\*Extract from a paper read at the Central Association.

and fix more firmly in mind the principles he has been studying. The Reading Circle in this way affords much the same advantages that class-instruction does as opposed to individual study.

Again, the Reading Circle raises the general standing of the profession by its unifying tendencies. It brings teachers together upon a basis of common interests and common aims. As each pursues the common course of study he feels that others of his profession are studying with him, and that in this common study there is a bond of union. In the meetings of the Circle he is yet more closely drawn to his fellow teachers. With them he talks of their common studies and common occupations. From them he learns their different purposes and their special difficulties. To them he makes known the stumbling-blocks he finds in the way to the attainment of his ideal. In a word, then, he finds the same sympathy of experience and of purpose as in the institute, except that in the former it is of broader scope, not confined to methods and text-books. From this intercourse each bears away a higher conception of his calling and with it a determination to be a worthier member of his profession.

This meeting together as a Reading Circle will draw teachers closer to each other, make them feel more vividly that they are fellow-workmen, enable them to see more clearly and to feel more deeply the dignity of their labor; will make them more than mere teachers; will enable them to become well educated, symmetrically developed men.

To this end let the regular meetings of the local Circles receive their full share of attention. In them many of the advantages of the course are to be gained. In each of these meetings there should be, first, a thorough review of the work gone over since the last meeting. To this end questions covering such work may be prepared and distributed by lot to the members present to be answered. Opportunity may also be given for a general discussion, both of the regular subjects and also of any topic of general interest. Frequent reviews and regular examinations should be held. Only in some such way as this can superficiality, the common danger in all reading circles, be avoided; and that is an evil

against which every precaution should be taken. By no means let such work give the impression that knowledge and power are attainable in any other way than by faithful, thorough work. Far better that the whole plan should be given up than that it should be so conducted as to encourage slipshod habits of thinking. The schools of our State feel the need of better teachers, and are earnestly asking for them. The teachers feel the need of greater opportunities for improvement and a fuller recognition of their services. May the Reading Circle prove to be the "Missing Link."

### TRAIN THE BOYS FOR BUSINESS.

There is one element in the home instruction of boys to which too little attention has been given; and that is the cultivation of habits of punctuality, system, order, and responsibility.

In many households boys' lives between twelve and seventeen years are generally the calmest of their existence. Up in the morning just in season for breakfast; nothing to do but to start off early enough not to be late; looking upon an errand as taking so much time and memory from enjoyment; little thought of personal appearance except when reminded by mother to "spruce up" a little; finding his wardrobe always where mother puts it; in fact, having nothing to do but enjoy himself. Thus his life goes on until school ends. Then he is ready for business. Vain thought! At this point he, perhaps, meets with his first great struggle. Many times during our business experience have we witnessed failures caused by the absence of thorough home discipline. How the boy without this great advantage fails is thus described by the *Scientific American*:

He goes into an office where everything is system, order, precision. He is expected to keep things neat and orderly, sometimes kindle fires, or do errands,—in short, to become a part of a nicely regulated machine, where everything moves in systematic groove and each one is responsible for correctness in his department, and where, in place of ministers to his comfort, he finds taskmasters, more or less lenient, to be sure, and everything is

marked contrast to his previous life. In many instances the change is too great. Errors become very numerous; blunders, overlooked at first, get to be a matter of serious moment; then patience is overtaken, and the boy is told his services are no longer needed. This is the first blow, and sometimes he never rallies from it. Then comes the surprise to the parents, who too often never know the real cause, nor where they have failed in the training of their children.

What is wanted is for every boy to have some duty at a definite hour, and to learn to watch for that time to come; to be trained to anticipate the time when he may enter the ranks of business, and to be fortified with habits of energy, accuracy, and application, often of more importance than superficial book learning.—*Racine Advocate*.

### SOME DEFECTS AND THEIR REMEDIES.\*

BY HON. HENRY RAAB.

When a new association of teachers is forming, it behooves us to survey the activity of teacher and school, and, before the association begins its existence, to lay out our plans for the future. Hereafter our meetings will principally discuss special questions of a professional nature; general questions will necessarily give place to the former. But it seems that for this reason we are justified in presenting at this first meeting of the Central Illinois Teachers' Association, questions of a general nature to indicate the principles by which its numbers shall be guided, and in which they may coincide. I hope, therefore, that the remarks which I shall offer may become the theme of debate, and call forth from the members such expression of ideas as will shape our course for the future.

Whenever an organism, a whole composed of many members, and striving for the same purpose, comes into consideration, we must look for the law of development of such organism. By harmonious action alone can success be insured—can flowers be made to ripen into fruits. Everywhere we witness a network of cause and effect—a coöperation of various powers. Thus it is in the life of man; here,

too, blooming and maturing are dependent upon the law of mutual relations. But in the life of man not only a rigid, inflexible law of nature holds sway; it is modified by the influence of a special power, the will of man, which stands outside the natural chain of events. Here it manifests itself as a *social law* which must exert itself in the life of the State, the community and family, and everywhere where man associates himself with man. Thousands here shall and must work in harmony, not as blind factors, but as beings guided by rational forms; thousands here form organisms in which one member serves all the rest, and where, irrespective of the differences of opinion, the mass of contrasts which life produces, all strive for unity, for one end of happiness, the well-being of the individual as well as the whole.

Even in the empire of the mind the law of mutual coöperation predominates. Opinions embrace each other in hot combat in order to bring forth the truth; they try to find a general form under which all may unite; all strife seeks conciliation in peace; discord seeks for harmony; and humanity sighs for that unity which we witness in the universe. The realization of the ideals of truth, beauty, and goodness are dependent upon the *ethical law* which Goethe so beautifully expresses in his "Faust:"

"How each the Whole its substance gives,  
Each in the other works and lives;  
Like heavenly forces rising and descending,  
Their golden urns reciprocally lending,  
With wings that winnow blessing  
From Heaven to Earth I see them pressing,  
Filling the All with harmony unceasing!"

This ethical law should be the teacher's guidingstar and educational law. Plato taught: "Man is not created for himself alone, but at the same time for his country." And Cicero: "The advantage of the individual consists in the well-being of the whole; where every one takes care of himself alone, all human society must cease."

The truth of these thoughts must thoroughly pervade the teacher's being. He must love his country, recognize the State as an organism and himself a part of this organism, and acknowledge the order of the State. He is called to prepare the life-blood of culture and to infuse it into all the veins and arteries of life, so that the nourishing sap may pene-

\*Read before the Central Association.

trate the intellectual and moral life of the body politic.

The public school is and must be an institution of the State, created by the law of the State, and maintained and superintended by the State. Why? Because the State itself is an institution resting upon ethical principles, and, for attaining its ends, *i. e.*, for furthering the well-being of the individual while furthering the interests of the whole, it needs an intelligent and moral population. To educate such a population is in the first place the task of the public school, whose servants we are, and whose business is the *general* public culture in popular form. We shall impart such knowledge, engraft such discipline, as in life are useful to every one, without distinction, as promotes the happiness of the individual, as well as the safety of the whole.

A clear mind, a pure and firm will, a cheerful heart susceptible of every thing beautiful and noble, the faculty of reading, writing and calculating, and elementary knowledge of natural science, history and geography; these are the mental endowments which are essential to every man and woman of every rank and class alike, which the public school has to disseminate. The more widely these "good things" are disseminated in the State, the happier it will be; the better all trades and industries will develop; the more will poverty give way to competency; the more cheerful obedience to the laws; the more will righteousness, patriotism, and a common spirit prevail; the less crimes will be committed; the less people will be led into rude pleasures and misled by cheats, seducers, and anarchists.

Such condition of a nation does not depend upon the higher, learned education alone, but upon the relative high standard of a general, uniform elementary education of the mass of the people. The latter is the most essential for order and unity of purpose, as well as for the mobility and the life of the individual in the State. Without such a general culture pervading all ranks and classes, a mutual understanding and coöperation of the individuals, their blooming and maturing, is impossible; without such culture, a self-seeking in thought and action will preponderate; the contrast between rich and poor will become more glaring; crimes will multiply, and the

greater will be the number of individuals unwilling to do their duties as men and citizens of the State.

To raise the public school to its dignity, to increase the quality—not the quantity of its requirements, and to elevate its teachers by increasing their scientific, technical, and moral education, should be our individual endeavors, and those of our association. To accomplish this we need *the support and co-operation of all classes of the people*, and especially those of the educated. Too many of the latter pay attention to the higher schools exclusively, and thus deprive the common school of the respect and support which it must enjoy in order to fulfill its mission. This respect and support we can only hope to obtain when we demonstrate and prove to the people first, each of us in his own sphere, that we are satisfactory workers, and are men and women of character; and second, that as a profession, we are animated by the spirit of heroism, and a holy enthusiasm for the cause, that we love children and mankind in general, and are not moved simply by the love of gain. An *esprit de corps*, a high sense of honor, a solidity and community of interests, should be our motto. But not in speech alone; our actions must attest our convictions and earnestness of purpose.

The product of all education is the man or woman of moral courage, of solid character, of a body and mind alike fitted for all the obligations and vicissitudes of life, of a cultured heart imbued with zeal for everything noble and beautiful. This can be reached, not by stuffing the mind with knowledge and facts such as are contained in text books, but by the living example and the vivid instruction of the teacher. Who will deny that moral cowardice is too prevalent, that many men instead of speaking their opinions freely on subjects of public interest, withhold them for fear of treading on somebody's toes; that worthlessness and helplessness take the place of dignity and efficiency; that there are too many who do not know how to help themselves and others; that boisterous pleasures terminating in vandalism toward works of nature and art abound?

How is the school to combat these evils? I have here, in the first place, to repeat the old

truism: "*Mens sana in corpore sano*,"—"a sound mind can dwell only in a sound body." That there have been men of sound minds and morals who had only weak bodies does not prove anything to the contrary, for these are only the exceptions which strengthen the rule. For the average man it is undoubtedly true that his good mental and moral condition depends upon his bodily well-being. When pains and disease beset the body, the mind cannot rise above the ordinary; the thoughts will constantly turn upon the alleviation of these ills, and a free soaring above the ordinary is impossible. You will perhaps tell me that human beings are such as they are, that we have to be satisfied with the constitutions we receive from the hands of nature, and that, if we observe the sanitary condition of the school house and its surroundings, if we attend carefully to the lighting, seating, heating, and ventilating of the school-room, we have done all that may be done in that direction. But I venture the assertion that all these are only negative means towards preserving the health of the pupils. Something positive, something aggressive, must be done toward producing healthful beings. Nervousness, fostered by overwork of the brain, is one of the crying evils of the day. In connection with this topic, I find the following item in one of our large influential dailies:

"Whatever may be the proper methods for the cure of nervous maladies, it is certain that a considerable minority of the American people will never avail themselves of a remedy. They are too far gone; the taint is in their blood and cannot be extirpated. They will thin their ranks by suicide and murder; the prisons will swallow them, and the insane asylums will get a share of them among their occupants. But we shall never lose the class from our community. It is possible that as more restful times approach, and men find that they can no longer get rich in a night, the brain will be less imposed upon, and the nerves less exhausted; and then many people will be forced into a condition from which better things may be expected. From these people may we expect such salvation as may be left to us. If we are saved to any considerable extent, it will be despite ourselves, for no average American cares to

save his health till he has lost it beyond all remedy."

Now, I ask, is it true that the average American will not take the necessary care of his health, if a method for doing it is pointed out to him, if the remedy is practiced in our common schools? The remedy which I propose is physical gymnastics as a daily exercise in all grades of the common school. The physical part of human nature is neglected for the sake of intellectual culture. But, as I said before, symmetry is the object of education. When we neglect the one part, it will surely rebel, and sooner or later revenge itself upon the whole. On the value of physical gymnastics allow me to quote from a circular of the Bureau of Education by Dr. H. Orcutt:

"Gymnastics are not only useful and important as a means of physical development, but also of school government. The exercise serves as a safety valve to let off the excess of animal spirits, which frequently brings the school in collision with its master. It relieves the school of that morbid insensibility and careless indifference which so often result from the monotony and burdened atmosphere of the schoolroom. It sets up a standard of self government and forms the habit of subjection to authority, and as it is a regulator of the physical system, it becomes such to the conduct under law. The gymnastic resembles the military drill, and has the same general influence upon the pupil that the military has upon the soldier, to produce system, good order, and obedience. Gymnastics also create self-reliance and available power. This is more important in life than brilliant talents or great learning. It is not the mere possession of physical power that gives ability, but the control of that power which the drill secures. And gymnastics preserve and restore health.

It can be shown that the sanitary condition of schools and colleges has improved from 33 to 50 per cent. since the introduction of this systematic physical culture. Would we secure to future generations the realization of the old motto, "*Mens sana in corpore sano*," we must restore to our schools of every grade systematic physical training. True gymnastics are calculated to correct awkwardness of manner and to cultivate gracefulness of bearing.

They give agility, strength, and ready control of the muscles, and thus tend to produce a natural and dignified carriage of the body, and easy, graceful movements of the limbs.

Again, the gymnastic drill awakens buoyancy of spirits and personal sympathy. Concert of action brings the class into personal contact in a variety of ways, and tends not only to create mutual good will, but the greatest interest and enthusiasm. This promotes improved circulation, digestion, and respiration and induces a feeling of cheerfulness and hopefulness that dispels despondency and every evil spirit.

The gymnastic garb must leave the limbs free from restraint, and the muscles and vital organs free from pressure. Hence, under this treatment, the beautiful form is left as God made it, to be developed according to his own plan. We mark this as another advantage of gymnastics: to correct and control the ruinous habit of fashionable female dress. Indeed, every department of education is carried on through a system of practical gymnastics."

In addition, allow me to read an extract from a recent popular lecture by Prof. Billroth, the famous surgeon of the Vienna University. By introducing twenty-four children, the lecturer demonstrated the enormous deformities produced by abnormal curvature of the spine. The principal cause of these deformities is the continuous sitting position of children during instruction and in most of our occupations. We are unnatural beings who live three-fourths of the day in the house sitting, a position which is the most unnatural attitude of men. To cause children to sit in badly ventilated schoolrooms, overburdening them with intellectual work,—these are the chief crimes. Children who during the period of growth grow dull and weary, phlegmatic children and children without temperament suffer most under such treatment. As precaution against curvature of the spine (scholiosis, or school sickness, as it is called), Prof. Billroth proposes: Energetic education of character, continuously reminding the children to attend to the position of their bodies and consequent habituation to an unconscious, uniform, lasting stretch of the muscles; *gymnastics*, riding on horseback, fencing, swimming, cold ablutions, rubbing and kneading of the body; sitting

interrupted by standing and walking; rest standing and lying; suitable desks and seats; absolute rest for one or two hours in the middle of the day; restriction of physical work; prevention of physical and mental exhaustion.

It is a universal complaint that the government of scholars becomes the more burdensome the older the pupils grow, and that a great deal of the valuable time which should be given to instruction, must be consumed in governing them. Thus the intellectual results are not as great as they might be. By the introduction of physical gymnastics, pupils would become used to ready obedience, to law and order, and the instruction could progress the better. Precision in behavior promotes precision in thinking, speaking, and doing. Gracefulness in attitude and motion call forth elegance in behavior; an upright physical position promotes uprightness even in morals.

There has been of late a good deal of talk concerning moral instruction. I am of the opinion that direct moral instruction by *mere precept* is, as far as the common school is concerned, an evil. The *mere* teaching of the catechism and the *mere* inculcation of moral precepts, moralizing, as it is called, have no effects upon young people. It is apt to make moral Pecksniffs, who carry the moral precepts on their lips and at heart are mere scoundrels. Young people are not guided by philosophy. Moral behavior must become habitual, and, as Schiller says: "There is no better way of making men rational, *i. e.*, moral, than by making them aesthetical." By studiously keeping out of the way of young people everything which is sensational, impure, horrible, and corrupt, and leading the young minds to appreciate what is beautiful, pure, and noble, we may expect to cultivate their hearts, to refine their tastes, and gradually guide them to shun vice. Vice is ugliness; virtue is beauty. Or, to state it more generally: Truth, beauty, and goodness are called the fundamental ideas in the harmonious development of man. These three fundamental ideas are but one in their being—the divine—different only in their form and effect. Truth is the divine considered intellectually; goodness is divine in effects upon the will-power of man; beauty, its realization in the objects, in its effects upon

the imagination, the heart. Truth becomes goodness when reduced to action; goodness becomes beauty when represented in symbols; beauty again becomes truth when it is analytically or synthetically explained and fixed. So, if truth and beauty pervade our teaching, they will lead to the action, goodness. In this respect, very little is as yet done in the schools. We lack the aesthetic culture; we do very little to cultivate the heart and thus to lead to moral action.

The reading of poetry might be made an excellent means for æsthetical culture, but when we consider how mechanically this is frequently done, how soulless such reading is as practised, we become painfully aware that by it pupils are not led to appreciate the beautiful. But there is one art, we confidently believe, by correct practice of which in the schoolroom, much can be accomplished toward cultivating the heart and refining the taste. I mean vocal music. Besides being an efficient means of physical discipline, inasmuch as it leads to order and precision in regarding the element of time and strengthening the respiratory organs, it softens the feelings and leads the mind to the sublime in art. This, however, will only be the result when music is taught systematically, and the teacher strikes from his programme all the sensational and clumsy, such as we find in nine-tenths of the song books published. A person who has not been interested in music is unable to appreciate a concert; for him the basedrum and fife, the mere making of a noise, constitute all he expects of music. Luther, the great teacher, says: "Music is one of the noblest and most beautiful gifts of God, by which many vexations and evil thoughts are dispelled and the spirit of sadness driven out; it is a means of discipline which makes people milder, meeker, more rational and moral." And in another place he says: "Of necessity, music must be kept in schools." I might go still further back in history and quote Quintilian's views concerning music: "Nature herself," he says, "seems to have given music to us as a benefit, to enable us to endure labor with greater facility, for musical sounds cheer even the rower; and it is not only in those works, in which the efforts of many, while some pleasing voice leads them, conspire together, that

music is of avail, but the toil even of people at work by themselves finds itself soothed by song however rude." This reminds us of a forgotten stanza by Johnson to Boswell:

"Verse sweetens toil, however rude the sound;  
All at her work the village maiden sings;  
Nor while she turns the giddy wheel around,  
Revolves the sad vicissitudes of things."

Or, as Burns has it:

"Croonin' to a body's sel'  
Does weel enough."

(To be Continued.)

### HARD TO PRONOUNCE.

At a pronouncing contest, held in a Chicago church, the following sentences were given to contestants for pronunciation:

The root of the difficulty was a pile of soot allowed to accumulate on the roof.

The rise of the waters has injured the rice crop, and it may be expected the price will rise.

He had moved his goods to the depot, but his friends bade him not be discouraged, as he would soon be acclimated if he would only stay.

He is an aspirant for Asiatic honors.

The disputants seemed to be conversant with the question, and, if not good financiers, they are, at least, familiar with the problem of finance.

The irrefragable evidence that he was the sole cause of the altercation, indisputably fastened on him the responsibility for the irreparable damage.

His conduct was indicative of the blatant blackguard, but his complaisant coadjutor, with his incomparable complacency, was even more dangerous.

The physician, after a careful diagnosis, pronounces the patient to be suffering from bronchitis, gastritis, periostitis, and meningitis, caused by the prevalence of mephitis, and has prescribed morphine.

He who knows others is wise; he who knows himself is enlightened. He who conquers others is strong; he who conquers himself is mighty. He who knows when he has enough is rich; he who dies, but perishes not, enjoys longevity.—*Chinese (Lao Tze).*

# ILLINOIS SCHOOL JOURNAL

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EDITORS and PROPRIETORS.

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We are in great need of some March numbers of *THE JOURNAL*, our list having increased more rapidly than we had anticipated. Any one sending us that number will have his subscription extended for one number.

Supt. Gastman writes us that some one loaned him a gold pen at the meeting of the Central Association, and neglected to call for it. If this paragraph should meet the owner's eye, he is requested to drop Mr. Gastman a line at Decatur, when he will receive his property by return mail.

The Superintendents' bill has been modified somewhat by the House Committee, leaving the matter of assistants more immediately under the control of County Boards. The change was made by the friends of the measure, who believe that its chances for becoming a law are thereby materially enhanced. Even in its present form it is an admirable move and it is hoped that it will pass.

The meeting of the teachers of central Illinois, at Bloomington, was an overwhelming surprise to everybody. As the hour of meeting approached, the high school room was packed to its utmost capacity, and several hundred were unable to gain admission. There was an immediate adjournment to a hall, where audiences of from seven hundred to a thousand were in constant attendance during the session. Large numbers of the citizens turned out to hear the exercises, and especially to Dr. Edwards' lecture on Friday evening, and to Col. Parker's address on "County Supervision," on Saturday. Both speakers, as usual, delighted their audiences.

Such meetings give the general public an impression of the significance of the teacher's work, which they seem unable to get in any other way. Many expressions from leading citizens indicating this fact, have come to our ears since the meeting. Keep the ball rolling. Even the log-rollers at the primaries are beginning to recognize the schoolmaster as a political factor worth recognition, and are in a state of bewilderment as to how they shall get at him. "So mote it be."

The teacher who has had no special preparation for his work is in especial danger of empiricism. Indeed, this fault is necessarily connected, more or less intimately, with the work of the beginner.

Instruction is stuck on like a cure-all plaster. There is little appreciation of the mental state of the pupil, and still less appreciation of the necessity of such knowledge.

The skillful teacher's physical eye is upon the pupil's face, but his mental eye is noting with the keenest scrutiny the operations of the child's mind. His constant thought is, how is the child dealing with the subject under consideration? What does he see in it? Is he consciously finding truth? He fails to understand a problem. Why? Is there a lack of necessary knowledge, or has he failed to recognize a familiar truth because it comes to him from the printed instead of the spoken word?

Doubtless a large percentage of apparent mental work is not real mental work. There is no intellection in it. It is a spasmodic movement of involuntary muscles. Every teacher of adults sees his brightest pupils occasionally lapsing into these evil habits, the product of mechanical teaching. There is nothing more absurd than the senseless stuff that even intelligent pupils often utter with entire complacency. It is an interesting psychological study, and should be extremely suggestive to the teacher. Watch it in your schools and let us hear from you.

One of the chief characteristics of our present epoch is multiplied labor associations. This is an era of business corporations, of commercial monopolies, of labor leagues. Every profession has its brotherhood; all classes of



laboring men protect their interests, and maintain their rights through representative assemblies of their own fraternity. The very *key-note* of progress is struck in the word, *organization*.

There is one class of laborers, represented in Illinois by 24,000 members, whose professional interests are but meagerly maintained, and whose business rights are neither demanded nor protected by influential organizations. *The school teachers* of Illinois have a few organizations to promote educational theories and methods, but none to build up and strengthen their social, political, and business influence. Every organization, institute, or labor alliance effected by the teachers, has been in the interest of the unqualified teacher; has been an effort to do for him what professional training (if he had any) failed to do. Our local, county, and State institutes in a limited measure meet this need of the teacher, but fail to meet many others of almost equal consequence. The various topics of thought and discussion in these meetings are methods of teaching and means of governing schools. Direct questions upon the growth and protection of the personal and business interests of the teachers are usually passed by. Many of our teachers are carrying a full stock of new methods and revised means under the domestic pressure of half-empty book cases, wardrobes, and money purses. So zealous have they been in promoting educational progress, and so modest in asserting their personal claims, that the people in some parts of our State question a teacher's right to a recompense beyond his immediate needs, to a voice in electing school officers, or an influence in school legislation. We want a centralized power. In our present disorganized condition our rights are too easily disregarded; each teacher is toiling "under his own vine and fig tree," and is the exponent of no aggregate power.

The recent assembly of the Central Illinois Teachers' Association, at Bloomington, had some of the right ring to it, but not enough. We must be thoroughly organized and firmly united if we expect to have our "claims allowed."

The arbitrary price of educated labor, as estimated by the average school director, is

driving some of our best talent from the field every year. We can check this when our bond of union and professional sympathy is strong enough to put the money estimate of instruction into our hands.

The low standard of qualification for teachers, the brief term of office, and the trifling uncertainties which often influence promotion, offer excellent inducements to those whose unsavory failure in some chosen vocation necessitates a change, or, perhaps, a search for the flowery path of ease in a more congenial field. We are thus constantly encroached upon by the raw material of other occupations, protected by our second grade certificates and sugar coated with a few new methods. The only way to eliminate these unqualified empirics is by making a higher standard of qualification, and closing up the ranks with professional teachers.

Our only means to gain respectable prominence among the professions is through an organization of the faithful and permanent teachers. Qualified teachers are in the majority,—if not in numbers at least in influence—and can control the entire profession. To supply the schools of Illinois with good teaching material, there should be such a systematic sifting of the good, bad, and indifferent now engaged in the work, as shall result in a "survival of the fittest" only. Let us organize and invite this thorough inspection of our forces. The people need such a reform; the reputation of our State needs it; the professional teachers deserve it, and the progressive spirit of the age demands it.

#### BOOK TABLE.

JOHNSON'S CYCLOPEDIA. A. J. Johnson & Co., N. Y.

We have just purchased, for our own use, Johnson's New Universal Cyclopedia. It is indeed a wealth of material, in elegant and substantial form. The publishers have produced a masterpiece of skill, taste, and convenience. Among many points of excellence we note the following: The scientific articles are written by eminent scientists; theological questions are answered by true disciples and able theologians; historical accounts are in the language of famous historians; and so on through each department of information, making the work preeminently the testimony of experts. The name of each writer appears at the close of his contribution, thus showing its authority—a most important item in a work of reference. The type is clean and remarkably plain; the illustrations well chosen and helpful. For

quantity, quality, and price, Johnson's circle of knowledge has a clear field for conquest.

**TEACHING AND TEACHERS.** By H. Clay Trumbull, D. D. John D. Wattles, Philadelphia.

This book contains nearly 400 pages, and is a somewhat exhaustive treatise on many phases of a teacher's work. Primarily it is intended to aid Sunday school teachers, but much excellent advice and many practical suggestions are given to teachers in all schools. The numerous and apt quotations, together with the writer's originality, fresh illustrations and stories, carry the reader over page after page without his knowing it. The work is both pedagogically and theologically sound, and will help every teacher who reads it. It is not written in the close language of a school text-book.

### THE MAGAZINES.

**THE CENTURY** Magazine announces 225,000 in the first edition of the April number. The War Series is continued, George W. Cable describing New Orleans Before the Capture, and David Douglas Porter contributing an article on The Opening of the Lower Mississippi. In addition to the serials and short stories, W. D. Howells continues his Florentine Mosaic; Eugene V. Smalley has an article on From Puget Sound to the Upper Columbia, Theodore Roosevelt on Phases of State Legislation, and Edward Eggleston on The Colonists at Home.

**THE POPULAR SCIENCE MONTHLY.**—It is our custom to mention articles that are of especial interest to teachers. When we come to this magazine, however, we usually find it necessary to publish the whole table of contents. The Editors' Table congratulates the country on the fact that Harvard, by a vote of her faculty, has dropped Greek from the list of requirements. Recent dispatches indicate that the trustees of the institution have revoked the order of the faculty; so Greek stays in. To the teacher this magazine is a mine of wealth. To those of our subscribers who desire it we can make a special rate.

**ST. NICHOLAS** for April is, as usual, full of good things for the young. Some of the leading features are: The Conscientious Cat; The Serial Stories; Historic Girls; The Boys' Club; Among the Law-Makers, and The Children of the Cold. The illustrations are especially pleasing.

**THE ATLANTIC.**—In addition to the delightful serial stories there is an article by F. Lawrence Laughlin on Political Economy and the Civil War; another by F. D. Storey on An Unclassified Philosopher; a third by Olive Thorn Miller on A Ruffian in Feathers. The New Portfolio recalls The Autocrat and The Professor, and demonstrates that "a horse can trot if he is old." A sketch of Handel, Time in Shakespeare's Plays, the poems, the Contributors' Club, and the book notices make the number a rich one.

The March-April number of **EDUCATION** is received. It is decidedly above the average in merit. The leading articles are: A National University, by Dr. Mayo; Hierarchy of Illustrations of Superior Teaching, by Archdeacon

Farrar; The Normal School Problem, by Prof. Payne. The proof-reading of this excellent magazine is hardly worthy of the contents, as a number of annoying typographical errors are observed.

### THE READING CIRCLE.

The recent movement of the State Teachers' Association, in organizing the Teachers' Reading Circle, is, without doubt, a very important movement in the right direction; and it ought to secure the active coöperation of every earnest teacher in the State.

It is certain that a very large proportion of our teachers are woefully lacking in exact knowledge,—at least, in knowledge which would be of great practical value to them, but which lies outside of the particular subjects which they are to teach. Not a few feel this lack with a painful consciousness; and many are striving, in a desultory way, to remedy it.

Here, in the Reading Circle, is offered a systematic way of doing something to accomplish this result; and what adds much to the effectiveness of the proposed way is the social element infused into it. One who joins the Reading Circle is thrown into the fellowship of a multitude engaged in the same pursuit, part of whom are likely to be personal friends, close companions, and co-workers in prosecuting the undertaking.

As the Board of Directors have been pleased to place my little book, "Pedagogy for Young Teachers," before their Circles, as the text-book in the study of the first three topics of the Elementary Course, perhaps I may say a few words in respect to the use of the book with some profit.

These three topics are treated of in the first fifteen chapters of the book. The first topic will include the first eight chapters; the second, the twelfth, thirteenth, fourteenth, and fifteenth chapters; and the third, the ninth, tenth, and eleventh chapters.

Probably the most difficult part of the work to the young teacher will be found in the study of the first topic. I have endeavored, in the book, to name, define, and classify some of the powers of the human mind, and to show the principles on which they are developed and trained,—giving some illustrations of methods to be pursued. It must not be supposed, of course, that in exercising any of these powers, the mind is wholly confined to the particular power under consideration. The mind is a unit, and exercises its powers simultaneously. But it can put forth energy in various ways; and it seems well to recognize and describe those various ways, and to give them names. The names I have used vary, in some cases, from those used by some writers on Psychology, for there is no perfect uniformity among them; but, I think my classification and nomenclature will be intelligible, and will help to understand other writers who use names that are somewhat different. I think the last remark has force with reference to the study of the book on Mental Philosophy that has been selected for the advanced course.

I desire to remind all who use the book, that my aim in writing it was to make a *text-book*. To this end, the statements have been made as brief and compact as I could make them. It is expected that they will be texts;

and that their meaning will be made clear, by thinking, conversation, and reference to other books.

I will only add that, if the readers find difficulty in understanding any part of the book, I hold myself ready to attempt explanation, whenever I am informed of the difficulty.

E. C. HEWETT, NORMAL, ILL.

The following letter was received by Mr. Gastman, and in order that many may be answered at once, we publish the letter and reply:

LEMONT, ILLINOIS, }  
March 11, 1885. }

I am desirous of joining "The Circle," provided that I can comply with its requirements. I would, therefore, like to know, more fully than is stated in your circular, what those requirements are.

1. Is the Course of Study to be a practicable one for country teachers, who have access to but very few books of reference?

2. How many hours a day will it be necessary for the average person to devote to the work?

3. Is one bound by the pledge to pay all fees that the Board may call for, and to purchase all text-books that may be selected?

As there is not a County Circle in this county you will confer a favor by answering these queries.

Respectfully,

C. J. E. M.

C. J. E. M., Lemont, Ill.:—

In answer to yours of the 11th instant permit me to say that it is the desire of the directors to make the Reading Circle of great interest and help to the country teachers. We will endeavor to arrange the courses so that teachers with but few reference books can pursue them with profit. It is also our desire to keep the expense as low as possible, so that no teacher, however small her salary, may feel that she cannot afford to enter upon the work.

It is difficult to give a definite answer to your second question, but I should think that five hours *per week* would be time enough in which to do the work well.

As long as you remain a member of the Circle and enjoy its advantages, you ought to feel willing to help us bear whatever expenses may be found necessary in carrying on the work. As already stated, we will faithfully labor to keep the expenses as low as possible. I hope that the directors may find it possible to arrange a system of equivalent readings and thus reduce somewhat the expenses of books. Of course, you are at liberty to withdraw from the Circle whenever you may deem it to be to your interest to do so.

Yours, very truly,

E. A. GASTMAN.

### ILLINOIS NORMAL.

Several members of the faculty will go to New Orleans during the spring vacation.

Prof. Cook and Miss Kennedy worked in the Henry county institute, held in Kewanee the last week in March. Mr. Cook lectured before the teachers and citizens, March 27.

At a recent meeting of the Board of Education, Miss Kennedy was granted a leave of absence for one year. She will spend a part of this time in Germany studying the German system of education.

We are glad to note that Reed Green, a former student of the high school, has been promoted to the principalship of the 13th street high school in Cairo. A deserved promotion, won by successful experience.

Many of the teachers who attended the Central Illinois Teachers' Association visited the Normal Friday forenoon. In the afternoon school was adjourned, and the faculty and students, *en masse*, attended the mammoth meeting in Bloomington.

The University received scores of callers and visitors during the month of March—more than for the same time in any other period of her history. Truly we may say the great State is not "ignorant of her worth, for the four winds blow in from every coast renowned visitors."

### SOCIETY NOTES.

The front seat in the Philadelphian Hall will be occupied in the spring term by Miss Eva Blanchard, while Alex. Cation will preside over the factions of Wrightonia.

The Union meeting, March 21, was a pronounced success. The event of the evening was a septet, by the Normal Heavy Brigade. The gentlemen composing it, our readers will recognize as having long figured conspicuously in musical circles. The parts were sustained as follows:

Alexander Cation . . . . .	Basso Robusto
Lyon Karr . . . . .	Tenore Tempestuo
Robert Enoch Hieronymus . . . . .	Alto Elephanto
John Richard Kellogg . . . . .	Falsetto Eleganto
Clarence Herbert Watt . . . . .	Basso Profundo
Oliver R. Trowbridge . . . . .	Tenore Tremendo
Charles Wesley Hart . . . . .	Baritone Inexhaustimo

The party rendered, in their unique and happy manner, that touching little poem, dear to the heart of every lover of music, "Baby Bye, Here's a Fly." The storm of applause which followed was only checked by the return of the performers to the platform, when they responded with an original ode, prepared by one of their number for such an emergency. At its close, seven ladies stepped forward and presented each gentleman with a flaming paper bouquet.

It is hoped that by the beginning of the spring term the performers will be able to resume their regular work.

WILL.

### STATE NEWS.

The Stark county fair offers its customary premiums for educational exhibits again this year.

E. D. Harris, an Illinois teacher of twenty years ago, is principal of the Genoa, Nebraska, schools.

The Wyoming *Post-Herald* had, in a recent number, a very complimentary notice of their south side schools, which are in charge of Preston K. Cross.

Julius Lang, of Freeburg, died at that place on March 7, of consumption. He was a young man of intense diligence, an ambitious scholar and a wide-awake teacher.

H. J. Sherrill, for many years principal of one of the Belvidere schools, has been selected to succeed Mrs. Clark as county superintendent of Boone. Mr. Sherrill concluded a year ago to retire from the profession, but we are glad to see that he has reconsidered his resolution.

Superintendent Southwell, of Rock Island county, has mailed to his teachers a list of books for systematic reading, to cover four years. If our readers are interested in the list they may possibly obtain it by addressing Superintendent Southwell, at Rock Island.

The Lake View high school building has gone up in smoke, and with it a large collection of valuables. Mr. Nightingale has given to this school a wide reputation. It will be supplied with commodious and elegant quarters, we have no doubt, at the earliest possible moment.

Henry D. Hatch, principal of School No. 2, Moline, has devised a method of constructing maps and charts, which he proposes to furnish to teachers at a nominal price. From an acquaintance with Mr. Hatch and an examination of some of his work, we do not hesitate to say that superintendents would be doing a great service to their teachers by employing Mr. Hatch for a sufficient time to start his work among them.

The great event recently in the line of teachers' meetings was the Central Illinois meeting, held in Bloomington, March 13 and 14. This was the first session of the association, and the magnitude of the gathering was a complete surprise to the managers. Over 300 teachers paid the dues, while the attendance upon the exercises ranged from 600 to 100.

An attempt was made to hold the meeting in the high school, but it proved wholly inadequate, and one of the spacious halls was substituted.

Judge Davis was expected to welcome the teachers, but Miss Raymond read a letter from him, instead, in which he expressed his regrets at being unable to be present.

The association organized by the election of B. C. Allensworth, Superintendent of Tazewell county, as president; J. H. Stickney, of Knoxville, as vice president; Miss Nellie Waugh, of Peoria, as secretary, and E. A. Gastman as treasurer.

N. C. Dougherty, of Peoria, read a paper on "The Needs of a Higher Educational Standard." This paper was discussed by M. Andrews, of Galesburg; J. O. Lealie, of Peoria, and A. C. Butler, of Beardstown. A part of the paper is in this number of THE JOURNAL.

Superintendent Raab's paper, a part of which we present, was discussed by Superintendent Kirk, of Woodford Co., and Prof. McCay, of the Wesleyan University.

Dr. Edwards lectured in the evening to a splendid house on "The Unity of Scholarship." He was greeted with great cordiality by his old teacher friends, and he gave them one of his large-hearted talks, asserting, substantially, that all are on the same line—Greek professor at his desk and mechanic at his lathe.

On Saturday Mr. Gastman gave an exceedingly instructive account of the Decatur method of conducting examinations and making promotions.

The discussion was conducted by S. Y. Gillan, of Danville, and M. Moore, of Champaign.

Col. F. W. Parker discussed the question of "County Supervision." He said that it was a matter respecting which he was densely ignorant, yet he laid down certain general principles which seemed to him to obtain in the case. The audience were greatly pleased with the talk, one enthusiastic lady prominent in educational and literary work, averring that she would have gone a hundred miles to hear it.

The address was discussed by President Hewett and Superintendent Allensworth.

Prof. Metcalf, of the Normal School, read a paper on "Some Phases of the Recitation Hour," which was discussed by A. C. Rishel, of Paxton; A. K. Carmichael, of Fairbury, and J. W. Layne, of Danville.

The last exercise was a paper by Miss S. E. Raymond on "Culture and Life."

Any account of the meeting that omits mention of the musical features of the programme would be extremely imperfect. The musicians of the city, and especially Prof. Campbell, Dean of the Wesleyan College of Music, were tireless in their efforts to please the visitors.

The executive committee consisted of J. W. Tear, Delavan; George E. Knepper, Peoria, and Jesse Hubbard, Pontiac. These gentlemen found themselves with a larger contract than they had anticipated, but everything ran smoothly, Mr. Allensworth proving to be an ideal presiding officer.

The next meeting will be held in Peoria.

The officers elect are: President, James Kirk, of Woodford county; Vice President, M. Moore, of Champaign; Secretary, Miss Rebecca May, of Pekin; Treasurer, E. A. Gastman, of Decatur; Executive Committee—Wm. L. Steele, of Knox county; R. J. Barton, of Normal, and J. R. Rantoul.

#### DU PAGE COUNTY.

Many of the country schools are having their spring vacation.

At the last monthly meeting, the teachers, upon being asked by the superintendent, expressed a desire to have the summer institute after August 15.

The members of our Legislature will make a great mistake if they destroy the source of the institute fund. We believe that nine-tenths of the teachers are satisfied with the present law.

The result of the examination of February 6, far exceeds the expectation of Superintendent Rassweiler in many respects. The papers came in promptly and nearly every school has been heard from.

The Du Page County Teachers' Association met at Wheaton March 7, 1885. In spite of the threatening weather and bad roads a fair number of teachers was present, coming from Addison, Turner Junction, Warrenville, Naperville, York Center, Elmhurst, Lombard and Lemont.

Prof. A. R. Sabin, of Chicago, led in the opening exercises, consisting of Bible reading and singing.

Miss Carrie Lewis then read a very interesting essay, having for her subject "Why?"

The next, an exercise in arithmetic, was ably conducted by H. I. Harter, of Lombard. Many interesting and practical points were brought out in this exercise. The reading of the sign of multiplication and the zero factor were much discussed.

In the afternoon Prof. Sabin gave an exercise in geography. He says that he cannot forgive teachers that do not interest pupils in the study of geography. It was clearly shown that a teacher of geography must have some knowledge of the natural sciences to be successful.

The establishing of a County Reading Circle was next discussed, but no action was taken, it being deferred till the next meeting.

Prof. Sabin then gave a talk on the teaching of history. He would teach the cause and effect of wars, also the decisive battles, but not burden the child's mind with details of little or no consequence.

Then a short business meeting was held and a resolution adopted requesting the representatives of this district to do all within their power to secure the passage of what is known as the County Superintendent's bill now pending in the Legislature.

After extending a vote of thanks to Prof. Sabin for his able and entertaining exercises, the association adjourned till the first Saturday in April.

#### MACON COUNTY.

The village schools of the county are doing good work this year.

John T. Bowles and lady, of Decatur, are doing efficient work in the ward schools.

H. P. Page, of the High School, made a flying trip to the Crescent City during the holidays.

Mr. Gibson, of the Decatur High School, is recognized as a good teacher and a cautious disciplinarian.

E. A. Gastman is talking to the teachers in their gatherings, from time to time, and doing much good work in arousing enthusiasm wherever he goes.

The central examinations are just closing at this writing. They have been well attended from the beginning. Several hundred pupils have entered the tests and are full of hope for future work.

Our annual institute will open August 20, and continue in session two weeks. A heavy attendance is fully assured. The institute has had a steady growth for several years, and has done much toward improving our schools. The superintendent promises to make this one of the best.

The February meeting of our teachers was more largely attended than ever before, over two-thirds of our teachers from the rural districts being present. Since the adoption of *grade* work in the monthly meetings, there has been a steady improvement in the attendance. Instead of taking up old and oft repeated topics for discussion, we try to talk of the outlined month's work and the best methods of doing it. Such meetings are of immense value to young teachers.

The new work required in the teachers' examination in the direction of primary tests, is meeting the general approbation of our teachers, but it is a little rough upon the old fellows. They must have *modern* methods of instruction for the primary folks or step down and out. The tests are working a revolution in the methods of some. What can a teacher do when he is handed a picture filled with objects and asked to prepare a language lesson for a class of beginners, or for a fourth reader class, or for both, if he doesn't teach language? Is he not at sea if he does not know just how to *treat* the number four (or any other number) when asked to do so? *"Give us good primary teachers and we will give you good schools."*

#### STEPHENSON COUNTY.

Jerry Leonard has won the crown of success in his new field of labor at Rock City.

P. O. Stiver is 'holding the fort' at Orangeville, and his patrons are testifying to the fact that the training of their children is in the hands of a worthy and efficient *magister*.

As a recognition of Mr. Krape's faithful efforts in the cause of education, the Board of Supervisors have voted a considerable increase in his salary, besides paying him for extra work the past year.

Supt. A. A. Krape is enforcing the course of study as outlined in the "School-Room Guide," and is meeting with unexpected success. It adds largely to his official duties, but he finds his work more satisfactory and pleasant. All the schools but one took the examination in February. All will take it for June. *SCRIPTOR.*

#### MONTGOMERY COUNTY.

Coffeen has had a very interesting literary society.

Most of the country schools have closed their winter terms.

The Hillsboro High School has organized reading classes.

Donnellson had a teachers' meeting March 14, and the programme presented was a good one.

The Litchfield High School literary societies celebrated Longfellow's birthday. There were many visitors present.

Mr. E. W. Strain has closed a very successful term of school at Honey Bend. After a week's vacation he began a two month's spring term.

Mr. T. L. Kennedy and Miss Mary Beck have been highly successful in their schools, at Walshville. Mr. Kennedy has been in charge three years.

The "A" class of the Hillsboro High School has petitioned the Board of Directors that they do not require the graduates to pass the first grade examination of the county superintendent.

Mr. T. B. Crisp is giving the people of Raymond a good school. Miss Annie Zimmermann, one of the assistant teachers, celebrated Longfellow's birthday in a very appropriate manner. She did herself great credit on that occasion.

It affords us pleasure to make the acquaintance of Mr. Squire, Superintendent of Madison county. In view of the fact that he has recently chosen a life assistant

we extend congratulations. Miss Maggie A. Gillham, of Brighton, shares his joy.

Prof. Wirt E. Scarritt, late Professor of Belles Lettres in the University of Colorado, lectured on "That Bad Boy," for the benefit of the High School of Litchfield. The lecture was replete with excellent thoughts, and was given in a most pleasing manner. No boy can listen to him without receiving an impression that will be lasting. Mr. Scarritt's lecture has the ring of a true orator.

G. E. A.

#### MACOUPIN COUNTY.

The Carlinville Library now has 2,542 volumes.

The school tax in Chesterfield is \$1.75 per \$100.

Gillespie had a second teachers' institute March 7.

Mr. Baxter is doing good work in the Piassa school.

About all the country schools of the county have closed.

Miss Hattie Hurd has been engaged to teach the Summerville school.

The fourth quarter of the Bunker Hill Academy opened Monday, April 13.

The Shipman High School gave an entertainment February 27. The programme presented was a highly creditable one.

The Carlinville public schools gave an excellent entertainment a few days ago. Mr. Harrington deserves great credit for the success of the schools of that city.

Mr. Charles E. Reeve will conduct a select school at Staunton at the close of the present term. He will be assisted by Misses Addie Witt and Carrie Jageman.

The normal committee of the county met at Carlinville to decide the place and time of holding the next institute. They are making an effort to consolidate with Jersey county and convene at Brighton.

Rev. Phillip McKim gave a most interesting lecture on "Education" before the pupils of the Bunker Hill Academy. The speaker recognized the importance of intellectual culture, but urged the training of heart and conscience. *A. G. E.*

#### MADISON COUNTY.

Prof. John P. Bowen, who has been in charge of the Mitchell school, resigned, and Miss Mary Huffield, of Atlanta, Ill., now wields the birch.

Prof. C. S. Deneen, who has been principal of the Bethany school for the past two years, is now a disciple of Blackstone.

Prof. C. A. R. Benedict, an old Madison county teacher, is now teaching in Kansas with good success and a fair salary. The friends of Mr. Benedict wish him well.

Miss Vance, who has taught for eight years in the primary department of the Marion schools, has resigned, and her place is now occupied by Miss Effie M. Pike, an old Madison county teacher.

Rev. J. S. Deck, who is principal of the schools at Upper Alton, will resign in April, in order to accept a call to preach at Roodhouse. Mr. Deck is doing good work there and the people are sorry to part with him.

Only two of our "school marmas" have had energy enough to get married this year. They are Misses Rye Cox, of Marine, and Jennie Bishop, of Nameoki. We wish them a long and prosperous voyage through life.

Prof. I. H. Brown, superintendent of the Edwardsville schools, is to the front with a new book on elocution entitled "Elocution and Oratory." He also has a series of papers on arithmetic, which prove beneficial in all schools.

Average length of school in days in this county, 158; average attendance, 67.7; per cent enrolled, 60.3; daily

attendance of per cent enrolled, 67; average monthly wages paid males, \$60.19; average monthly wages paid females, \$39.49.

A great number of teachers and citizens are heartily in favor of the late bill introduced into the Legislature regarding the superintendent and his salary, and also providing an assistant in counties having a certain number of schools. It will be heartily endorsed in this county.

Prof. W. E. Fruitt, of the Gilham school, and Miss Mary Dickie, of the Yorkville school, have resigned their respective places on account of sickness. We are sorry to lose two good instructors and hope they may return next year. Prof. H. M. Squire takes Prof. Fruitt's place.

We have now in this county two hundred and eleven teachers employed. Fifty unabridged dictionaries are in the schools, besides many other useful books. No spring schools are taught. The same teacher is employed for the entire term of eight or nine months, whichever it may be.

Superintendent Squire tells us he intends having a four-weeks Normal, to begin some time in July. The same instructors may be employed, as they have conducted several institutes in this county and gave good satisfaction. Instructors will be left to the executive committee.

Quite a number of the schools in this county have a literary society connected with the school, which proves beneficial, while at the same time an amusement. Among the schools that have societies are Marine, Collinsville, Edwardsville, Godfrey, Wanda, Inercus and Centre Grove. Also several schools have annual exhibitions, which prove entertaining. Marine gave one, not long ago, which was, as usual, interesting.

Our present Superintendent of Schools, Prof. James Squire, has made an excellent one, and has taken a great interest in the schools by visiting all of them and issuing a series of circulars presenting useful knowledge which the people ought to know, and is out now with one to the teachers, urging them to conduct exercises of various kinds on Friday afternoons which shall prove beneficial to the pupils. His suggestions are good, and we are glad his efforts are appreciated.

#### MERCER COUNTY.

Keithsburg schools will close about May 25. They have a graduating class of fifteen.

Scarlet fever continues to alarm the people of Aledo, and the attendance of the schools of that city is much lowered for the present month.

County Superintendent Goding has added to his examinations "Theory and Practice," the result of which is, teachers are asking: "Where can we obtain Hewett's Pedagogy?"

The Teachers' Institute for the month of February met at Aledo February 21. The next meeting will occur at New Windsor, March 21.

The morning session of the Aledo meeting consisted of miscellaneous business and the presenting of the Reading Circle project by County Superintendent Goding, in which he read from THE ILLINOIS SCHOOL JOURNAL the plan of organization as adopted by the State of Indiana; also the plan as presented at the Springfield meeting. All were pleased with the thought of having a systematic plan of work marked out for the teachers of Mercer. In order that the county organization might be pushed forward a Board of Directors was appointed—Superintendent Goding, Jennie Carnahan, Della McWharther, William Bell, and D. H. Blazer. This board is to act until the State Board makes appointments for the County Board.

A pleasant feature of the afternoon was the account of the New Orleans Exposition by William Bell, of Viola.

Miss Maud McCluhan read an interesting paper on

Primary Grammar in our public schools. In closing she spoke a good word for Powell's "How to Talk."

Mr. Blazer read a paper in which he set forth the necessity of studying the subject and not the book.

Miss Carnahan read a paper in which she urged the teachers to read more.

It was arranged to have an educational column, and Messrs. Whitham and Blazer were appointed editors of this column.

#### JO DAVIESS COUNTY.

Monroe Utz is wielding the scepter at East Dubuque and his administration is thorough, efficient, and popular.

D. E. Garver, principal of Warren schools, has determined to quit the profession this year and try the fortunes of farming.

Edward Weirick champions the cause of education and has awakened unusual interest in the school and the public library.

Miss Josie McHugh, a graduate of Normal, is first assistant in the high school at Galena, having succeeded her sister, Miss Kate McHugh.

Father Brand continues to strengthen and encourage the teachers throughout his county by his kindly counsel, good judgment and large experience. He is doing good work in establishing libraries in the country schools.

SCRIPTOR.

#### WHITESIDE COUNTY.

Our worthy superintendent deserves all the commendation he receives for his untiring efforts to arouse both teachers and directors, and to inspire them with a sense of duty.

I am glad to note the common practice of teaching the most beautiful thoughts of the best writers. These are the foundation stones of good moral character. If this work is well done, pupils become inspired not only with the purity of thought but with the purity of the language as well. It requires but little capacity to see what will follow. Were I to attempt to speak of all the good things being done by so many of our schools, time and space would fail me. Where the prospect is cheering, it is a pleasure to serve you as correspondent.

More civil government has been taught in the schools of our county within the last three months than ever before in the same length of time. Boys and girls know more about the duties of township officers and the manner of their election than the average voter. This is a wholesome sign, and points to the time in the near future when civil government will not only be taught in our schools by virtue of a statute, but, as prophesied by one of our leading citizens, when a knowledge of it will be demanded before one can hold a certificate of suffrage. Then, as representation is based upon the number of voters, everybody, from teacher down to politician, will become suddenly and intensely interested in our common schools. Girls will be taught it as well as boys, and this will be the key-note to enlightened "equal rights" which will include women. When this is done, a long step will have been taken to right many of the social evils, including the perplexing temperance question. Let these "certificates" be graded as follows: First grade to certify that holder is qualified and consequently entitled to vote on questions of national importance; second grade, qualified to vote on State affairs; and third grade, qualified to vote on county matters. Let the age be placed at twenty, and apply to both sexes.

The "Central Examinations," as provided for in the "School-room Guide," have been held, and though the plan was an experiment for old Whiteside, it has been pronounced a success by all who took part in it. Many took hold of it very timidly, not knowing what to do or what to expect. But now that they have been in competition, and have realized at least something of the good that comes from every honest effort, both teachers

and pupils feel stronger and better qualified to take hold of the work for next year. Not a teacher in the county who had ever been to the State Normal but that was very creditably represented. Miss Horning drove six miles with her pupils, over an almost impassable road—upsetting two or three times—in order to be on hand. This plucky act stands out so prominently, when contrasted with some of the funny efforts put forth by some of the “stronger sex,” that I deem it worthy of special mention. All teachers and pupils who took part in this work had to make some special effort, owing to the severe weather and bad roads, and will receive the credit which is their due. Many directors and patrons attended both afternoon and evening sessions, and in every case expressed themselves as favorable to “the plan,” and well pleased at the “practical turn” taken in our school work. Spelling, penmanship, letter writing, business forms and civil government were emphasized as they need to be.

W. W. K.

## EDWARDS COUNTY.

We have a teachers' association monthly, held at different places—Albion, West Salem, Browns, Bone Gap, and sometimes at country school houses. Our last was held at Bone Gap, March 14. The meeting was both profitable and interesting. The following are some of the exercises: Teachers' Library, Shall One Be Established?; Illinois Teachers' Reading Circle; The Teachers' Obligations to the District, by Lon Mussett; Object Lessons in District Schools, by J. B. Nichols; Mind Culture, an essay, by Miss Buchanan; General Reading as a Factor in a Teacher's Education, by John Marten; Pedagogy, 10th Chapter—Hewett's.

It was voted to establish a Teacher's Reading Circle, and we hope to soon have one under headway. The time and place for the next Teachers' Association has not yet been determined. We usually hold our meetings on the second and third Saturdays of each month. The next session will, in all probability, be held at Albion, on the second Saturday in April.

L. H.

## SPECIAL REPORT OF COUNTY SUPERINTENDENTS.

(From report of State Superintendent.)

	1882.	1883.
Number of different places where examinations have been held during the year.....	334	256
Whole number of examinations held during the year.....	2,263	2,220
Number of male applicants examined during the year.....	8,264	7,892
Number of female applicants examined during the year.....	13,340	14,576
Total number of applicants examined during the year.....	21,604	22,459
Number of first grade certificates issued to males.....	1,149	1,071
Number of second grade certificates issued to males.....	4,678	4,432
Number of first grade certificates issued to females.....	1,247	1,061
Number of second grade certificates issued to females.....	8,000	8,375
Number of male applicants rejected...	2,333	2,447
Number of female applicants rejected...	4,197	5,073
Total number rejected.....	6,530	7,520
Number of first grade certificates renewed during the year.....	1,003	753
Number of second grade certificates renewed during the year.....	3,355	2,650
Number of different schools visited during the year.....	4,434	4,668
Number of schools visited more than once during the year.....	941	736
Number of schools not visited at all during the year.....	7,514	7,312
Number of days spent in school visitation during the year.....	3,467	3,645

Number of days spent in examinations during the year.....	3,394	3,285
Number of days spent in institute work during the year.....	1,102	1,384
Number of days spent in office work during the year.....	5,857	6,115
Number of days spent in other official duties.....	2,100	2,227
Whole number of days of official service rendered.....	15,920	16,656
Number of public addresses delivered.	166	136
Whole number of teachers' institutes held by County Superintendent...	151	167
Whole number of days' continuance of these institutes.....	1,054	1,114
Whole number of teachers' institutes held by other persons.....	62	45
Whole number of days' continuance of these institutes.....	523	236
Whole number of different teachers attending all the institutes.....	6,657	6,877
Number of public lectures delivered...	122	139
Number of teachers' meetings held in county, (district or township).....	519	566
Number of school superintendents, (city, village, etc.,) who teach one-third of their time.....	47	43
Number of school superintendents, (city, village, etc.,) who teach two-thirds of their time.....	66	69
Number of school superintendents, (city, village, etc.,) who spend but one hour a day in supervision.....	103	105

## COMPENSATION.

	1882. Amount.	1883-4. Amount.
Amount received as per diem for services rendered.	\$ 52,962.68	\$ 54,668.76
Amount received as commissions on moneys distributed to townships.....	21,129.83	20,784.21
Amount received as commissions on money loaned...	609.67	1,056.69
Amount received as commissions on sales of school lands.....	127.20	46.33
Amount received from all other sources.....	12.00	207.00
Total compensation received during the year.....	\$ 74,841.38	\$ 76,762.99

## PUBLISHERS' NOTES.

## PLAYS, Dialogues, Tableaux, Speakers, etc., for School, Club, and Parlor. Best out. Catalogue free. T. S. DENISON, Chicago, Ill.

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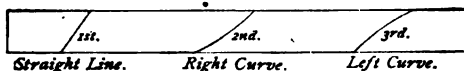
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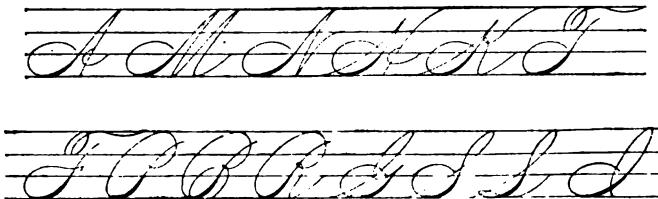
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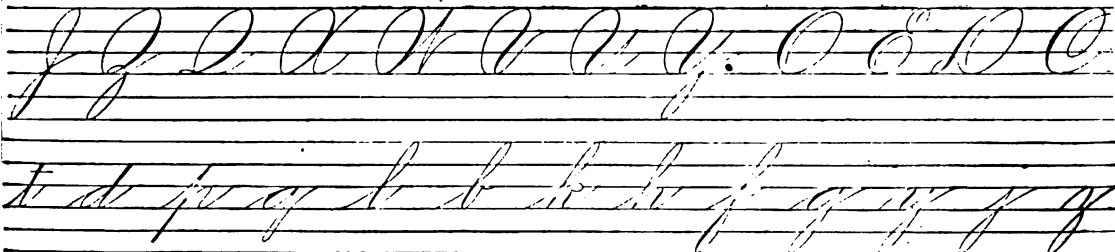
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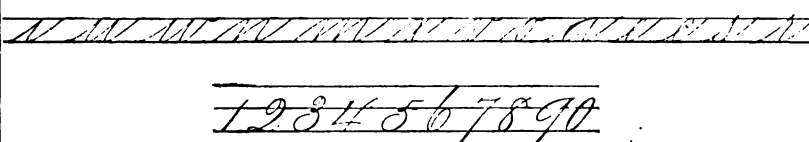
**Capital Letters** should be made three spaces in height. The small *s* is taken as a standard of measurement. The *Capital Stem* as it occurs in the above letters, should be shaded below the center. The oval should be about  $\frac{1}{2}$  spaces in height.



The small *i*, *s*, *A*, *k* and *f* extend three spaces above the base line and cross at  $\frac{1}{2}$  their length. The small *j*, *f*, *s*, *y* and *z* extend two spaces below the base line. *Loop Letters* are  $\frac{1}{2}$  space in width.



The thirteen **Small Letters** are each one space in height, except *r* and *s*, which are  $\frac{1}{2}$  spaces.



The *t*, *d* and *p* extend two spaces above the base line. The *g* and *q*  $\frac{1}{2}$  spaces below the base line.

The small *s* is taken as the standard of measurement in regard to *height* and *width* of *Capitals* and *Small Letters*. A space in *height* is the height of the small *s*. A space in *width* is the distance between the two downward strokes in the small *u*. All letters are formed upon a *slant* of 50 to 52 degrees from the horizontal to the right of the vertical. *Connecting Slant* varies from 29 $\frac{1}{2}$  to 35 degrees. The usual distance between small letters is  $\frac{1}{2}$  spaces, except in the *d*, *g*, *q* and *a*, where it is  $\frac{3}{4}$  spaces. The dot of the small *i* and *j* should be one space above each letter. Cross the small *t* at  $\frac{1}{2}$  its height.

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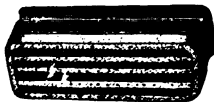
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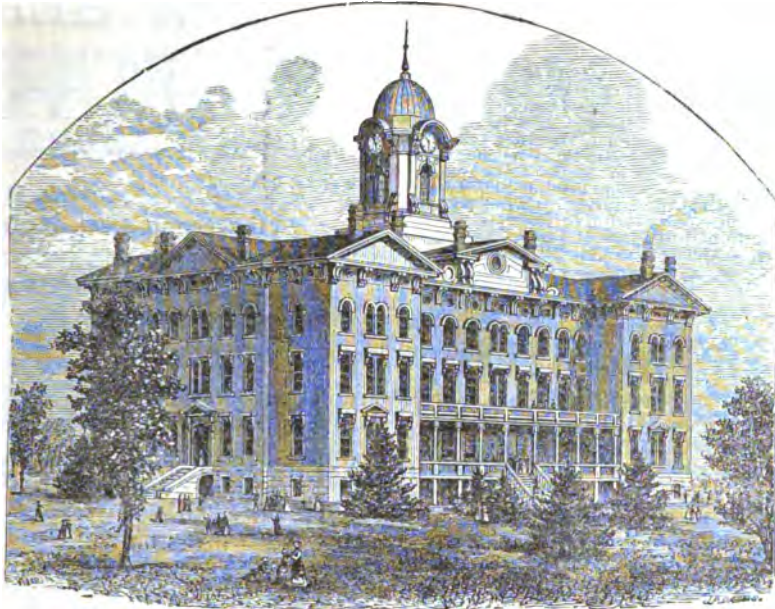
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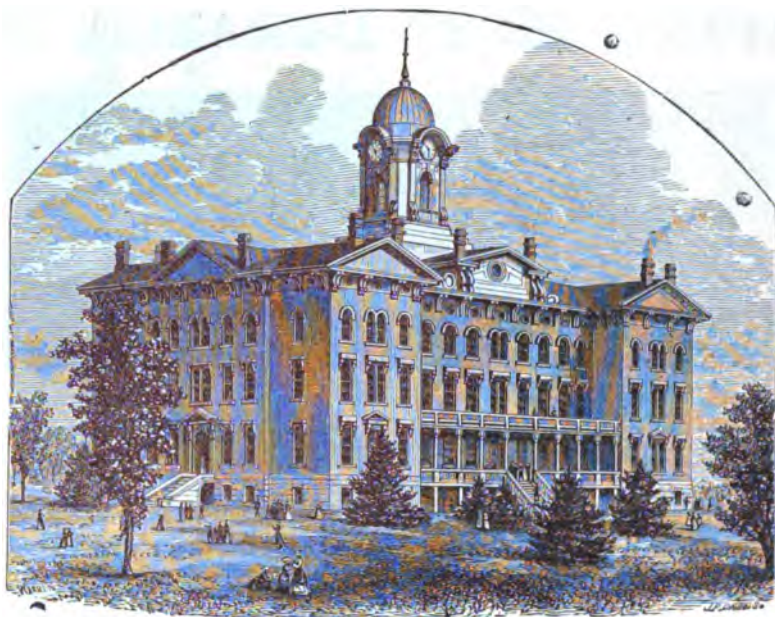
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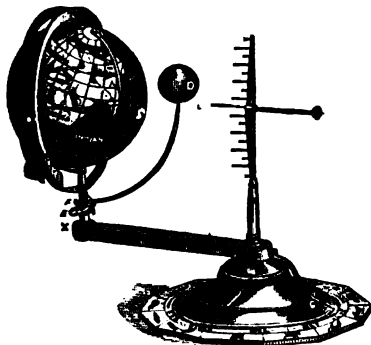
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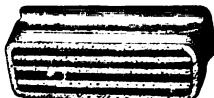
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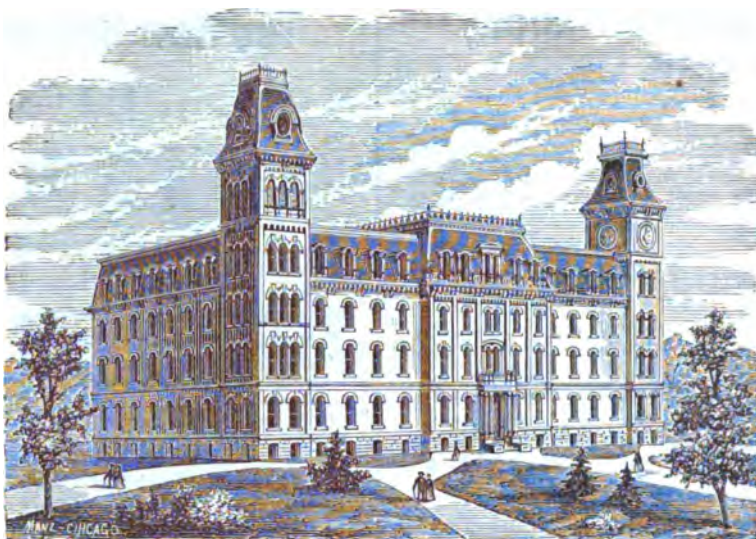
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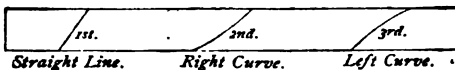
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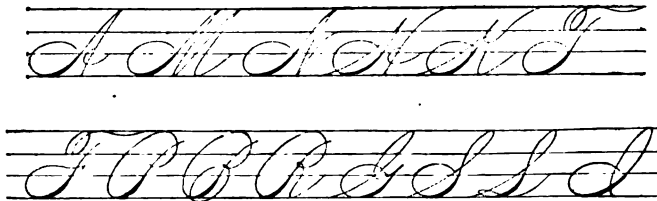
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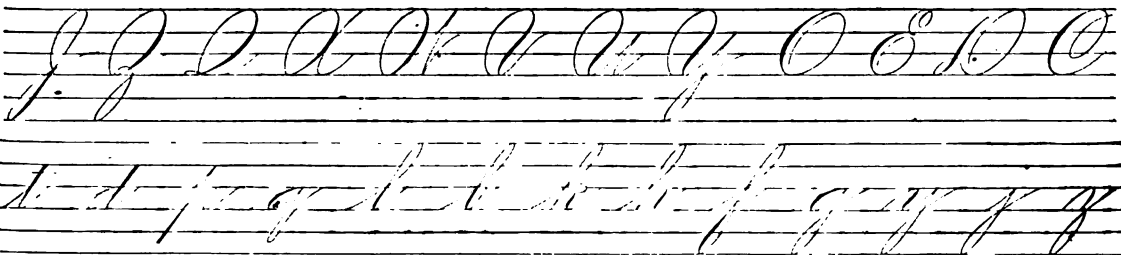
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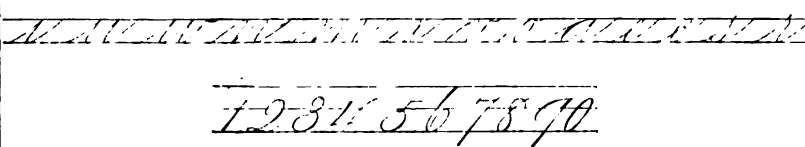
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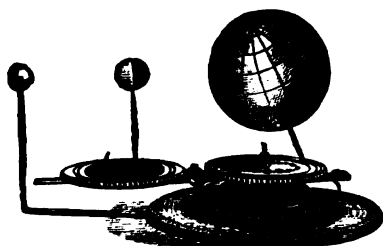
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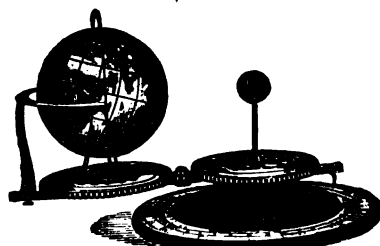


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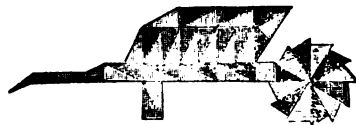
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Discovery of Gold.

mont was engaged at that time with a party of engineers in exploring the region of the Rocky Mountains, and Commodore Stockton was cruising off the Pacific coast with an American fleet. These two forces completed the capture of California.

11. The surrender of the city of Mexico broke the power of the Mexican government. A treaty of peace was signed, by which the Rio Grande was made the western boundary of Texas, and New Mexico and California were ceded to the United States. In return, Mexico was paid fifteen million dollars. During Polk's administration, Iowa (1846) and Wisconsin (1848) were admitted into the Union.

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4. Sir Peter Parker, however, counted on an easy victory for his ships, and attacked the American fort that had been hastily built on Sullivan's Island. This fort was made of palmetto logs, laid in two rows, and filled in with sand. The garrison numbered only about four hundred, under Colonel Moultrie, but they made such a brave defence that the enemy were repulsed, and sailed for New York.

5. During the battle, the flag of the fort was shot away, and fell over the ramparts. Sergeant William Jasper leaped through an embrasure, and, in the midst of the hottest fire from the enemy, tied it to a sponge staff, and replaced it on the parapet. The next day the governor offered the brave Jasper a sword and lieutenant's commission, but he modestly declined the latter.

6. The Continental Congress was made up of delegates from the thirteen colonies.



Jasper Planting the Flag.

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The Landing of the Pilgrims.



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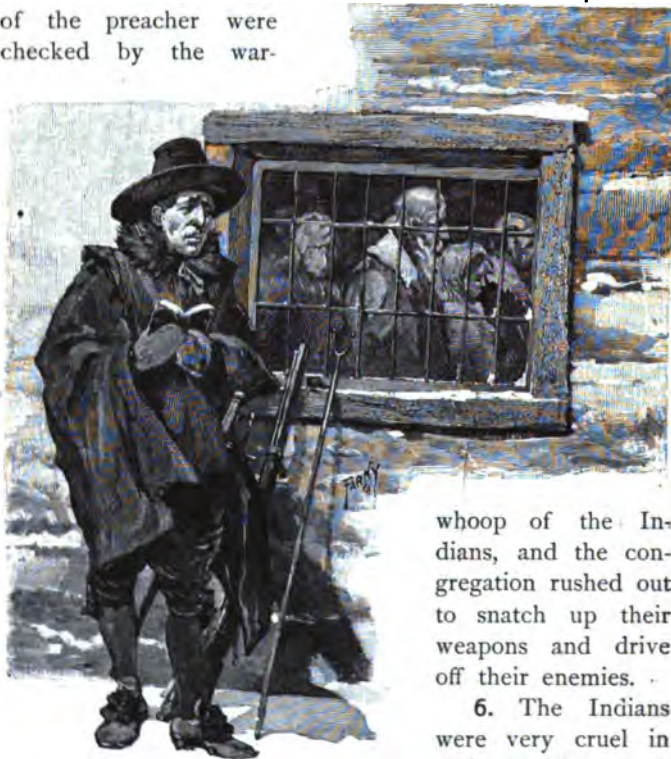
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muskets outside the church door, and a sentinel kept watch while the people within were engaged in worship. Sometimes the words of the preacher were checked by the war-



A Sentinel at Church.

whoop of the Indians, and the congregation rushed out to snatch up their weapons and drive off their enemies.

6. The Indians were very cruel in their warfare, and the colonists hunted them down without mercy. When winter came, Josiah Winslow, with a large body of men, attacked the Narragan-

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MAY, 1884.

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JOHN W. COOK,  
EDITOR AND PROPRIETOR.

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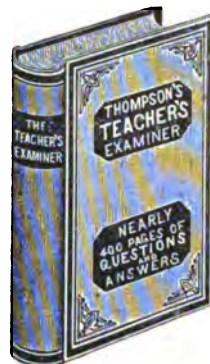
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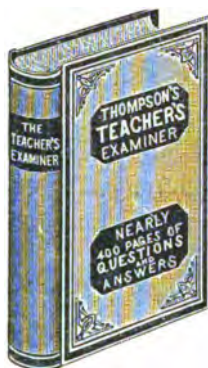
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WASHINGTON, D C  
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JOHN W. COOK and R. R. REEDER,

EDITORS AND PROPRIETORS.

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WASHINGTON, D C  
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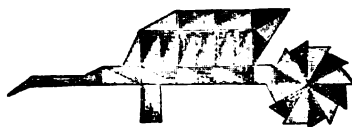
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ILLINOIS

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→ A MAGAZINE FOR TEACHERS AND SCHOOL OFFICERS. ←

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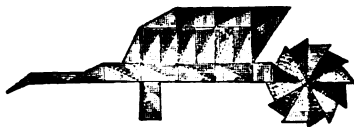
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ILLINOIS

# School Journal

WASHINGTON, D C  
Educational Bureau

→ A MAGAZINE FOR TEACHERS AND SCHOOL OFFICERS. ←

JOHN W. COOK and R. R. REEDER,

EDITORS AND PROPRIETORS.

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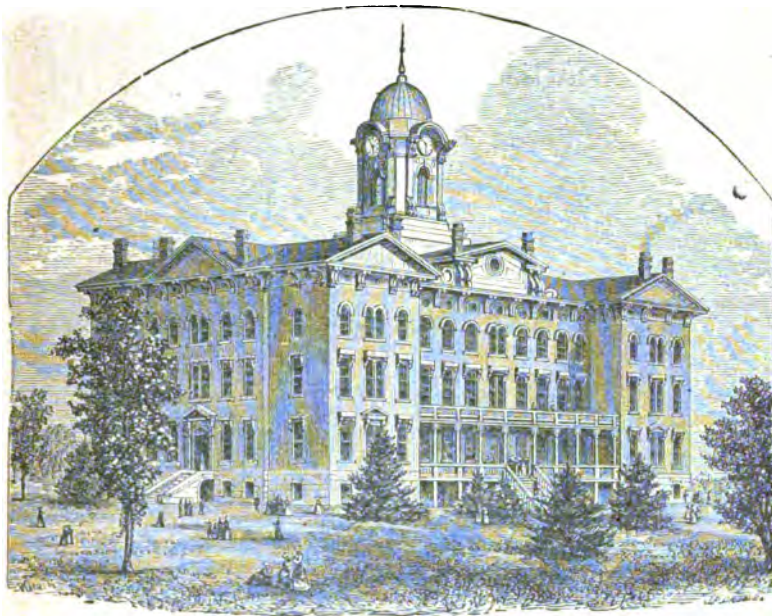
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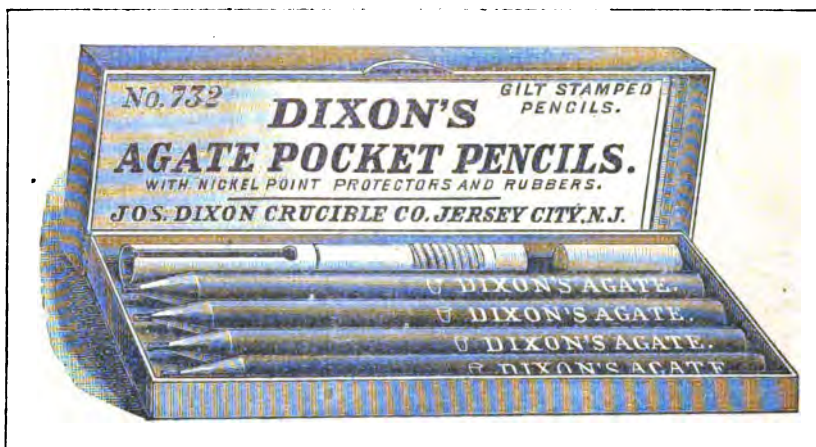
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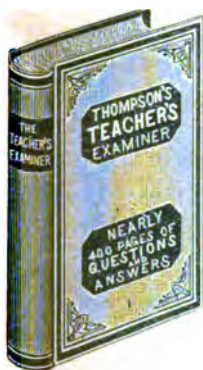
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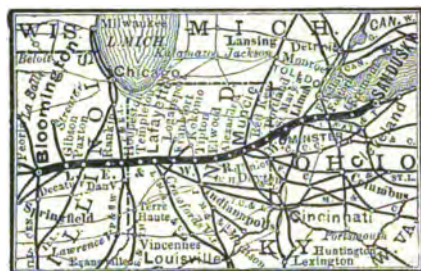
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1.30 p.m.	12.12 n'gt	C. & A. Junction	3.05 a.m.	10.30 a.m.
11.58 a.m.	10.40 p.m.	Bloomington	4.32 a.m.	11.58 a.m.
11.17 a.m.	10.05 p.m.	Gibson	4.32 a.m.	11.58 a.m.
10.16 a.m.	9.09 p.m.	Paxton	5.08 a.m.	12.39 p.m.
9.05 a.m.	8.05 p.m.	Hoopeston	6.00 a.m.	1.50 p.m.
8.25 a.m.	7.20 p.m.	Templeton	7.00 a.m.	2.43 p.m.
7.10 a.m.	6.10 p.m.	Lafayette	7.50 a.m.	3.35 p.m.
6.11 a.m.	5.10 p.m.	Frankfort	8.52 a.m.	4.35 p.m.
5.46 a.m.	4.48 p.m.	Tipton	9.50 a.m.	5.35 p.m.
5.26 a.m.	4.30 p.m.	Elwood	10.15 a.m.	5.58 p.m.
4.50 a.m.	3.55 p.m.	Alexandria	10.35 a.m.	6.15 p.m.
4.06 a.m.	3.13 p.m.	Muncie	11.15 a.m.	7.05 p.m.
3.41 a.m.	2.47 p.m.	Redkey	11.57 a.m.	7.42 p.m.
2.43 a.m.	1.48 p.m.	Portland	12.25 p.m.	8.05 p.m.
2.21 a.m.	1.28 p.m.	Celina	1.28 a.m.	9.02 p.m.
1.20 a.m.	12.35 p.m.	St. Mary's	1.51 p.m.	9.23 p.m.
1.10 a.m.	12.15 p.m.	Arr Lv	2.45 p.m.	10.20 p.m.
11.55 p.m.	11.06 a.m.	Lima	2.55 p.m.	10.30 p.m.
11.32 p.m.	10.46 a.m.	Findlay	4.05 p.m.	11.55 p.m.
11.16 p.m.	10.32 a.m.	Arcadia	4.25 p.m.	12.12 a.m.
10.43 p.m.	10.04 a.m.	Fostoria	4.40 p.m.	12.24 a.m.
10.20 p.m.	9.43 a.m.	Burgoon	5.08 p.m.	12.51 a.m.
9.20 p.m.	8.45 a.m.	Fremont	5.40 a.m.	1.51 a.m.
		Sandusky	6.30 p.m.	2.00 a.m.
12.25 a.m.	9.30 a.m.	P. Ft. W. & C.	5.00 p.m.	1.24 a.m.
9.20 p.m.	7.20 a.m.	Lima	8.40 p.m.	3.35 a.m.
1.00 p.m.	11.00 p.m.	Crestline	5.25 a.m.	11.40 a.m.
3.11 a.m.	3.16 p.m.	Pittsburg	3.55 p.m.	11.15 p.m.
11.31 p.m.	10.51 a.m.	Harrisburg	7.0 p.m.	7.50 a.m.
11.21 p.m.	11.06 a.m.	Baltimore	7.25 p.m.	3.05 a.m.
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		New York		
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9.32 p.m.		Fremont	6.27 p.m.	
6.32 p.m.	6.32 a.m.	Cleveland	9.42 p.m.	6.37 a.m.
11.41 a.m.	12.01 a.m.	Buffalo	3.31 a.m.	12.46 p.m.
1.50 a.m.	3.00 p.m.	Albany	2.20 a.m.	1.0 a.m.
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WASHINGTON, D C  
Educational Bureau

JOHN W. COOK and R. R. REEDER,  
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